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**TRABAJO DE TITULACIÓN**

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TEMA

**The application of linked worksheets to improve communication and interaction among**

**A1 English-level students**

Autor:

Lcda. Martha Margoth Calle Yépez

Tutor:

Johnny Segundo Campoverde López PhD.

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1. MARTHA MARGOTH CALLE YEPEZ

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### DEDICATION

First and foremost, I dedicate this work to **Jehovah God**, who has guided and supported me throughout my life, especially since I dedicated myself to serving Him. His wisdom and strength have been my refuge, and His blessings have sustained me in every challenge.

To my **beloved mother, Yvonne**, whose unwavering support and love have been my pillar. She has always been by my side, helping me whenever I needed it, and her encouragement has been a constant source of motivation.

To my **dear son Eliud**, the greatest blessing in my life. His love and presence inspire me daily to keep going, continue supporting him, and nurture the beautiful friendship we share.

With gratitude and love,

**Martha**



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## RESUMEN

Este estudio explora cómo las hojas de trabajo interconectadas pueden mejorar las habilidades de comunicación e interacción entre estudiantes de Inglés de nivel A1 en la Unidad Educativa Eloy Alfaro en Guayaquil, Ecuador. La investigación aborda el problema de la insuficiente interacción y comunicación estudiantil en inglés, principalmente debido a los enfoques tradicionales, centrados en el docente, que restringen los intercambios significativos en el aula. Esta investigación evalúa cómo las hojas de trabajo interconectadas mejoran las habilidades de comunicación en Inglés de los estudiantes. Este método busca fomentar un entorno de aprendizaje más dinámico promoviendo la participación mediante ejercicios contextuales.

El estudio emplea un enfoque de métodos mixtos que integra datos cuantitativos y cualitativos. Se trata de una muestra de 25 estudiantes de nivel A1 de primer año de Bachillerato en la Unidad Educativa Eloy Alfaro. La recopilación de datos incluyó una prueba previa, una prueba posterior, encuesta y un cuestionario para recopilar las percepciones de los estudiantes, además de observación áulica para examinar los patrones de interacción mediante una actividad de Roleplay. Los resultados muestran una mejora notable en la capacidad de los estudiantes para articular ideas, interactuar con sus compañeros y aplicar vocabulario en situaciones prácticas. Los resultados indican que las hojas de trabajo interconectadas fomentan un ambiente más comunicativo, lo que impulsa la participación y la motivación del alumnado

El estudio sugiere el uso de hojas de trabajo interconectadas como herramienta didáctica en clases de inglés con estudiantes en nivel A1, centrándose en enfoques de





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enseñanza de idiomas basados en tareas y actividades en clase. Los resultados enfatizan que los materiales organizados e interactivos pueden mejorar las habilidades comunicativas, lo que subraya el valor de los métodos centrados en el alumnado en la enseñanza de lenguas extranjeras. Además, el estudio aboga por una mayor investigación sobre la adaptación de las hojas de trabajo interconectadas a diferentes niveles de competencia y contextos educativos.



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### SUMMARY

This study explores how linked worksheets can enhance communication and interaction skills among A1-level English students at Unidad Educativa Eloy Alfaro in Guayaquil, Ecuador. The research addresses the issue of insufficient student interaction and communication in English, mainly due to traditional, teacher-centered approaches that restrict meaningful exchanges in the classroom. This investigation assesses how linked worksheets improve students' English communication skills. This method fosters a more dynamic learning environment by promoting engagement through contextual exercises.

The study employs a mixed-methods approach that integrates both quantitative and qualitative data. It involves a sample of 25 A1-level students in their first year of Baccalaureate at Unidad Educativa Eloy Alfaro. Data collection included pre-tests, post-tests, surveys, and questionnaires to gather students' perceptions and classroom observations to examine interaction patterns through a role-playing activity. The results show a notable enhancement in students' capacity to articulate ideas, engage with peers, and apply vocabulary in practical situations. The findings indicate that interconnected worksheets foster a more communicative atmosphere, which boosts student engagement and motivation.

The study suggests using linked worksheets with students at level A1 as an instructional tool, focusing on task-based and communicative language teaching approaches and in-class activities. The findings emphasize that organized, interactive materials can improve communication skills, underscoring the value of student-centered methods in foreign language teaching.



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Additionally, the study advocates for more research into modifying linked worksheets for various proficiency levels and educational contexts.



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### ABSTRACT

The primary purpose of this study was to demonstrate the effectiveness of using linked worksheets to improve communicative language skills at the A1 English level. The study involved 25 Eloy Alfaro High School students who struggle with understanding the English language and using it in various contexts related to real-life situations. Quantitative instruments were utilized to support this investigation. These instruments included a survey, a questionnaire, and an observation rubric to assess students' advancement and progress. The survey provided information on topics of interest for students to incorporate into their English lessons, while the rubric guided students in including the necessary elements in their final tasks. The results indicated that students learned new vocabulary and grammar structures, allowing them to use these skills confidently in situations requiring oral communication. This demonstrated their ability to develop productive skills and engage in brief conversations. The pre-test revealed a mean score of 5.39, while the post-test showed a score of 7.62 out of 10, indicating an improvement of 22%.

The students expressed high satisfaction with this methodology, with 67% of the participants indicating that the worksheets facilitated a greater sense of comfort in speaking English during class. This approach needs the active participation of teachers, students, and technology to be effectively implemented. Educators will contribute by integrating contemporary materials into the curricular content and utilizing interconnected worksheets to enhance communicative language skills in English lessons.

Keywords: Communicative Language, worksheets, A1 English Level,



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## INTRODUCTION

This study aims to demonstrate how connected worksheets can enhance communication and engagement among A1 English-level students in the first baccalaureate grade at Unidad Educativa Eloy Alfaro. English language learners must develop their communicative skills in the classroom, as this will allow them to practice what they learn and gradually improve their speaking abilities. Consequently, their confidence will grow, and their performance outside the classroom will significantly improve. Language production as a means of communication must be carefully directed, and this is where technology provides a significant advantage for teachers. Implementing thoughtfully designed materials linked to online information will motivate students to actively participate in class because they first enjoy using their phones in various situations; second, they like discussing topics of interest, such as singers, actors, YouTubers, and soccer players. Third, integrating audiovisual materials appeals to most students, who are used to watching videos or reels daily.

The problem is that students in the 1st Baccalaureate grade do not interact or use English in classes. So, how could linked worksheets improve their progress in learning English and help them overcome these obstacles? Technology brings many advantages to the classroom; it enhances students' motivation, leading to active class participation. It also helps integrate up-to-date content that is appealing to students, and much of this material can be easily accessed at a low cost through the internet. Providing interesting audiovisual information can improve the development of language skills, as it offers an enjoyable way to learn.



Firstly, although the influence of English in various aspects of people's lives is common and widely accepted, some students refuse to acknowledge this reality and deny any benefits of learning English while living in a Spanish-speaking country. This lack of motivation adversely impacts their performance in class. Secondly, communicating is one of the students' most significant challenges. They often translate information before speaking and strive to construct well-structured sentences. This mindset hinders their ability to produce the language confidently.

Thirdly, many students are hesitant to interact in the target language because they fear speaking in front of their classmates, who might laugh at them when they make mistakes. (Horwitz et al., 1986). Lastly, to speak English effectively, students must be willing to engage; however, when interesting topics are absent, their motivation decreases, leading to a lack of interaction during class.

Students' success in learning English is measured by how they produce the language. Written and oral skills are productive and active skills that are difficult to attain. This study demonstrates how important technology integration in English classes is to improving students' communication and interaction. According to Swain (2000) Given the input and output, applying linked worksheets working as input will provide students with different opportunities to practice the language with up-to-date, interesting, and familiar topics. The learner's output will be how students try the new content they have learned and use it to communicate what they have learned or gained. This approach is innovative and valuable because it connects these two important aspects.

Furthermore, using technology is an asset for many schools and educators; it helps



Students can engage in collaborative, authentic, and effective learning because the Internet offers a variety of easily accessible learning activities.

In addition, the application of technology is proven to attract students' interest as it is already an essential part of their daily lives. Therefore, the application of technology in English classes will improve students' motivation and communicative skills (*Maythy & Bawengan, 2020*). The proposal is aligned with the research line two of the UBE: Innovation and Applied Technologies. The application of worksheets linked to information online is an innovative approach to link content that is appealing to students and adaptable to their necessities, it will encourage students to use the information searched and share it with their classmates allowing the motivation and interaction to be the motor to stimulate the use of the language in classes, this not only will boost their confidence but will also promote an environment where students will produce the language and feel confident during the process.

Interaction has proven to be a very effective method to improve the process of learning English, according to (*Taleb et al., 2024*) Interaction strategies are fundamental in learning English because they keep students engaged in the learning process and enhance the possibility of responding well to the presented information; it is the connection to conversational proficiency in the language and stimulates social integration. As mentioned before, nervousness is a factor that stops students from interacting in speaking activities because of the fear of being laughed at; with the integration of information well-known by students, they will feel confident to use and pronounce the vocabulary and structures presented in the tasks, resulting in interactive classes.

The object of the research is to demonstrate the effectiveness of the application of



Technology to increase interaction and communication among students in 1<sup>st</sup> Year of the Baccalaureate at Unidad Educativa Eloy Alfaro of Guayaquil. This process is built on the concept that technology is a handy tool to encourage learning English; this provides opportunities to present students with interesting Online speaking topics. This is vital in teaching English because it increases student interaction and communication opportunities (Shimray, 2023). Using linked worksheets, students will engage in speaking tasks designed to facilitate debates, encourage problem-solving, and promote interactive communication and fluency. This approach will enhance their speaking skills and stimulate creativity, fostering effective communication and interaction.

To improve communication and interaction among students in the 1<sup>st</sup> Year of the Baccalaureate of a Public School.

- To diagnose the effectiveness of the application of technology in Public Schools.
- To apply speaking tasks worksheets linked to information online with up-to-date content appealing to students from the Coastal region of Ecuador in 1<sup>st</sup> Year of the Baccalaureate.
- To assess the performance of students' interaction and communication in classes.

Worksheets are written tools used to develop activities on any subject matter, designed to facilitate meaningful lessons (Kasap, 2016). Linked worksheets, conversely, provide a plus; these are connected to online content prior to revising and are related to the worksheet tasks or activities. This variable contains a brochure with worksheets linked to information online; this information will be accessed through a QR code embedded in the worksheet, and students will



Complete the tasks on their worksheet by accessing the information online. After completing the tasks, students will use this information to work in pairs or groups in classes. The online information will include videos, readings, forms, menus, web pages, and biographies; all this information will be familiar and transcendent for students, creating a comfortable atmosphere where students can interact and communicate in English using real-life situations. These interactive worksheets have been proven to significantly enhance student engagement and learning outcomes; they also promote metacognitive practices and critical thinking and improve problem-solving abilities. (Wulan et al., 2023) (Buffalari, n.d.).

Communication is the ability to exchange information effectively and participate in discussions. It involves fluency, coherence, and the ability to transmit a message. Effective communication involves understanding and interpreting messages and participating in social interaction.(Wang, 2011).Interaction, on the other hand, is related to students' engagement with classmates and teachers. This includes collaboration and responsiveness in the knowledge-construction process. Rybchynska (2023)Emphasizes that an interactive learning format can produce engaging and enjoyable lessons that students can later use as communication models. Communication skills are formed when interactive methodology is applied. These variables are the cornerstone of successful English lessons that will allow students to progress and succeed in learning the language.

### **Research approaches:**

- Quantitative: A standardized assessment test to establish students' level of communicative skills will be applied before and after the implementation of linked worksheets to collect



data, including scores on various aspects of communicative skills.

- Qualitative: Interviews and observation will be conducted to explore the experiences  
By applying linked worksheets and learning about the challenges faced and possible improvements.

### **Research theoretical methods**

#### **Data collection:**

- Pre-tests and Post-tests: standardized speaking tests performed at the beginning and the end of the school year to assess pronunciation, fluency, and interaction.
- Survey and questionnaire: closed-ended question tests to assess students' self-confidence, frequency of interaction and communication during classes, and perceived improvement in communicative skills.
- Statistical Data Analysis: Statistic charts that analyze test scores, surveys, and questionnaire responses.

The primary beneficiaries of this study are the students in the 1st year of the baccalaureate program at Unidad Educativa Eloy Alfaro of Guayaquil. The sample selected for this research are students from parallel "A": A total of 25 students between the ages of 14 and 15 years old that are A1 English Level students according to an institutional test taken at the beginning of the school year. The context of the research on applying linked worksheets to improve communication and interaction among A1 English-level students falls within the following subfields: Language pedagogy, Classroom interaction, and Educational technology. It will be carried out in Secondary education to students in 1<sup>st</sup> Year of the Baccalaureate at the



Public school Unidad Educativa Eloy Alfaro in Guayaquil.

Unfortunately, students at Eloy Alfaro come from diverse cultural backgrounds and live in low-income households in the south of Guayaquil. They do not have access to printed textbooks or technology at school. Incorporating culturally relevant content and interactive materials, including worksheets with QR codes linked to online resources accessible via mobile devices, will enhance students' performance and learning experiences (*Mccabe & Tedesco, 2012*).

By incorporating technology into their classes, students will enjoy their learning experience. Besides being a valuable tool for teaching English, technology plays a crucial role in shaping the future workforce. As companies demand knowledge and skills related to technology. By incorporating these tools into education, students will be prepared for future job markets as they will count on valuable experience to keep updated with society (Bates, 2015).

Language pedagogy involves investigating effective teaching methodologies for A1 English-level students, ensuring they can engage actively and confidently in conversations during language learning. By understanding different methods and approaches, educators will have important tools to provide high-quality, adaptable, and effective language instruction, meeting the diverse needs of the students (*J. Richards & Rodgers, 2001*).

### **Classroom interaction**

Motivation is a key factor in successful interaction. It permits an individual to consistently take action toward achieving a goal, which is crucial in keeping students active

during classes. (*Saeed & Zyngier, 2012*)

### **Educational technology**

The author believes that integrating digital tools and resources has proven to enhance the teaching and learning process. Blake (2009) Emphasizes the importance of interaction in language learning, stating that a second language is best learned and taught through interaction. Technology plays a crucial part in this. Multiple resources make lessons more dynamic, capture students' attention, and foster active participation; multimedia resources can also provide the opportunity to integrate different learning styles, thus making content more accessible and understandable to students.

The application of linked worksheets will be a handy tool to improve communication and interaction of A1 English-Level students at Unidad Educativa Eloy Alfaro of 1<sup>st</sup> Baccalaureate grade because providing up-to-date, appealing content is an effective strategy to enhance students' engagement in learning, as a result, students will be better prepared for future academic and professional success (Belkhir, 2022). After implementing this approach, students' motivation to learn English will significantly increase due to enhanced access to personalized and engaging online content, which fosters greater engagement. Moreover, integrating real-life situations into lessons creates an interactive, creative, and collaborative environment that makes learning more relevant and enjoyable.

This approach will enable students to advance in their English proficiency, providing opportunities to learn to communicate using basic vocabulary. Additionally, students will develop crucial digital literacy skills, equipping them for future academic and professional



scenarios. The importance of the proposal of the application of linked worksheets to improve communication and interaction among A1 English-level students can be analyzed according to the following perspectives:

**From a professional standpoint**, English proficiency can increase the economic opportunities of the learner because this skill can lead to a higher-paying job or career opportunity. Linked worksheets applied to curriculum content will firstly expose students to real-life situations that will enable them to understand the context of a conversation and idiomatic expressions, secondly, the language experience will be more retable and memorable; and thirdly, students will be more engaged during lessons increasing their enthusiasm in learning and to put into practice what has been learned.

**Methodologically**, the proposal contributes to foreign language teaching by integrating innovative worksheets with current online content. It offers an alternative to traditional methods that focus solely on teaching vocabulary and grammar structures, which often neglect the development of productive skills. This approach emphasizes production from the beginning, providing students with models and samples to follow and produce their answers. The objective is to increase active participation and communication during classes and to equip students with knowledge based on real-life situations. This approach will also allow them to produce English as they learn by experience to apply the language in various contexts.

**From a technological perspective**, linked worksheets are grounded in the benefits of applying online content to classes. Online activities provide infinite current information that will contribute to engaging and relevant classroom activities. Additionally, online content facilitates personalized learning experiences, allowing students to work in a more dynamic and



effective learning environment. Students will benefit from this approach because they will interact with digital content, and their digital competencies will increase due to the continuous interaction with online content.

**From a social perspective,** English is the bridge to communication in this globalized world. Students who live in non-English-speaking countries can benefit from engaging in conversations with people from diverse cultures and backgrounds, which opens up opportunities for a broader understanding of the world. Additionally, knowing English will allow students to access online media and resources only provided in English, enriching their educational experiences. Learning English will offer students wider opportunities to grow both professionally and personally.

The organization of this investigation is divided into three chapters that provide further information related to the research. They cover the background, reasons for the research, research methods, the problem statement, the hypothesis, and the goals. They also demonstrate the importance of applying linked worksheets to improve student communication and interaction.

**Chapter 1: The Literature Review.** This chapter will provide previously analyzed and applied information on the topic. It will also review recent literature on using linked worksheets, communication as a means of production, and interaction in English classes. Furthermore, it will discuss the theoretical frameworks corresponding to the research.

**Chapter II: Research Methodology.** This chapter will be related to the description of the procedures used to conduct the research. The explanation of the approach and the type of research, the description of the sample population, the description of the diagnostic and



Instruments, and the extent of the study.

**Chapter III: Data Analysis and Results.** This chapter explains how the collected data was processed and analyzed. It presents the qualitative and quantitative data and the statistics that analyzed the information before and after the research. The study's limitations and how they were addressed are also described here.

**Conclusion and Recommendations.** This section includes a summary of findings that highlights the most significant results. It will also explain how the research has contributed to teaching English and identify any gaps and difficulties in the study.



## CHAPTER I: LITERATURE REVIEW

### **The application of linked worksheets to improve communication and interaction among A1 English-level students**

#### **1.1 Introduction**

The primary goals of the Ecuadorian curriculum for English as a Foreign Language are to enhance students' ability to express their opinions in English and to broaden their understanding of the world, other cultures, and themselves. It seeks to promote the intellectual, social, and personal growth necessary for students to reach their potential and contribute meaningfully to a multilingual, globalized world (Ministry of education, 2016).

Even though English is taught in schools, Ecuadorian students do not reach a level of English that allows them to become active participants with a moderate or high proficiency level. According to the international ranking published by EF Education First (EF), a global for-profit educational business that offers language learning programs, Ecuador occupies the 80th place in the low proficiency group. Demonstrating that graduates do not have the necessary skills to broaden their opportunities to access international higher education further or improve their career opportunities (“EF Education First,” 2023) This research proposal aims to demonstrate the importance of using new approaches to improve students' views of studying English as a Second Language. By integrating technology and updated information to capture students' interest and actively participate in classes, students increase their motivation to improve their communication skills.

The paradigm of this research is pragmatic. It aims to investigate the practical impact of Linked worksheets on communication and interaction skills among A1-level students.





Pragmatism prioritizes problem-solving and the use of methods that yield actionable insights. This study employs a mixed-methods approach to capture measurable outcomes (quantitative) and students' contextual experiences (qualitative) when engaging with linked worksheets.

By integrating methodologies such as M-learning, Task-based Learning, Communicative Language Teaching (CLT), and the Direct Method, the research seeks to address real-world challenges encountered in the classroom. Pragmatism offers flexibility in the research design, concentrating on practical interventions that enhance language skills while providing data-driven and reflective insights to inform future teaching practices.

## 1.2 Productive and receptive skills

Ideas, feelings, and thoughts can be communicated through spoken and nonverbal communication, an essential human activity. Communication can be divided into three categories, according to Buck and Buck & VanLear (2002) Spontaneous, symbolic, and pseudo-spontaneous. While symbolic communication is learned and planned using language along with other standard systems, spontaneous communication is involuntary and driven by biological signals; on the other hand, pseudo-spontaneous communication occurs when someone intentionally manipulates their expressions or responses to achieve a social or strategic goal. Understanding and teaching these various communication modalities is essential in a Spanish-speaking classroom since language learners must be proficient in nonverbal signals, context, and vocabulary. (Gregersen, 2015).

People throughout the world value communication. Individuals attempt to use language to communicate with one another globally. One must learn the language of those they try to communicate with to comprehend the variations between some worldwide languages. ESL





(English as a Second Language) learners must use communication strategies, which are generally defined as tools used by second language learners to maneuver beyond perceived obstacles to achieving particular communication goals, communicate their messages, and stay in a conversation until their goal is achieved (Putri, 2013).

Learning a language is a very challenging endeavor. Since it typically happens in classrooms, students might be unable to practice it in authentic settings. Since communicating is the primary goal of language learning, most language researchers and teachers have argued that to increase their communicative competence, students should participate in meaningful interaction and negotiation through communicative language tasks (Mahrooqi & Tuzlukova, 2011).

Fostering effective oral communication is the primary goal of English language instruction. People around the world study foreign languages to enhance their communication skills. Therefore, when teaching a language, educators recognize that communication requires a strategy to help the recipient comprehend what is being said. A communication strategy aims to establish a clear language that both the speaker and the listener can grasp. By employing the proper techniques, students will communicate with confidence (Rahman & Isroyana, 2021)

According to Kefyalew et al. Research shows that teachers' choices to use effective communication patterns directly influence students' reflective learning practices. Thus, the conversational skills of English language instructors are crucial for guiding students' reflections on what they have learned. Active participation occurs when there is open and honest interaction between teachers and students. As a result, students can express their ideas, improving their language skills and fostering positive relationships with teachers and peers (Kefyalew et al., 2024).





Furthermore, an increasing amount of research on the acquisition of first and second languages has revealed in recent years that language acquisition is significantly aided by negotiation in interactions between a language learner and a fluent speaker of the target language and in ESL classrooms, would-be teachers (Young, 2015).

However, even with the correct techniques or methodologies, on certain days, students give up when trying to communicate in a foreign language. For them, it may seem impossible to speak in English. The majority of them would even consider giving up on overcoming that fear. However, that notion can still be altered with the right direction and by applying learning-motivating techniques.

### 1.3 Classroom Interaction

When analyzing students' willingness to learn English as a second language, the Sapir-Whorf hypothesis stands out; it states that the language a person speaks influences how a person sees the world. Therefore, the more languages a person speaks, the more different perceptions they have of reality. (Sapir, 1929; Whorf, 1956). McWhorter suggests a connection between language and culture, emphasizing the importance of using realia and immersing students in English culture to help integrate their existing views with new ones (Mc Whorther, 2014).

In addition to this cultural immersion, learning is a dynamic process that thrives on interaction and teamwork. (Lavanya et al., 2024). As Crista explains, people are not isolated entities but are deeply interconnected, and learning emerges from our constant engagement with others. This interplay between cultural exposure and collaborative learning further highlights the importance of interactive teaching methods that encourage students to actively participate in shaping their understanding (Sathish, 2023).





According to Sundari, classroom interaction refers to exchanges between teachers and students. Active participation and engagement are essential since interactions serve as a means for students to create knowledge cooperatively. Classroom contact is crucial in exposing students to authentic communicative situations when learning English as a second language. This allows students to practice expressing their ideas and opinions while sharpening their fluency and accuracy, essential for successful foreign-language communication(Sundari, 2017).

Engaging students is crucial for effective English teaching. (Peng & Jiang, 2023). Classroom activities such as group projects, choral responses, individual work, teacher-student questioning, and whole-class participation foster interaction. Among these, group or pair work is especially effective in encouraging active participation, as it allows students to communicate more freely without the direct influence of the teacher. Working in groups also promotes equality by giving all students an equal opportunity to contribute, reducing the hierarchical dynamic between teachers and students (Yu, 2008).

#### **1.4 The Use of the Internet in English Lessons**

The use of the Internet is an innovative approach to studying and teaching English because it helps to facilitate English language acquisition. The methods used to teach and acquire the English language have now been greatly altered by the Internet. These days, the Internet is becoming increasingly significant, and students and teachers alike are using it with great excitement. According to Raja (2019)Teachers face a daily struggle in the classroom: keeping pupils motivated and involved in current themes or activities. Internet-based language learning (IBLL) offers new opportunities to support teachers in effectively meeting this problem, which





is one of its benefits (Agarwal, 2010).

Despite its drawbacks and benefits, the Internet dramatically impacts teaching, learning, and communication. Because of this, both educators and students ought to have access to, experience with, and knowledge of the Internet's applications in the classroom. For this reason, educators and students should receive training before using the internet for second language learning and instruction. On the other hand, it should be understood that learning and teaching a second language cannot be done solely through the Internet; it cannot replace the actual teaching and learning environment—such as a language classroom or real-world communication—or cover all teaching and learning activities(Aydin, 2007).

According to Agarwal (2010)The many benefits of Internet-based language learning include giving students access to a wealth of real educational resources, fostering autonomy by letting students take charge of their studies and become less reliant on teachers, and presenting electronic materials in a way that makes them more visually appealing and less memorable than traditional language learning techniques. On the other hand, the drawbacks of this approach include the limitations of Internet resources in terms of memory, speed, input and output methods, etc. Even with a comprehensive guidebook, some online tools may not be able to perform exactly what the user needs them to, or they might occasionally be challenging to utilize.

In addition to the advantages, Kruk states that online virtual worlds are quickly becoming essential teaching aids for foreign and second languages. Virtual worlds are a kind of reality where students can interact with other language learners and share ideas on language learning while conversing with them in the target language via text, audio, or video.

Additionally, virtual worlds allow students to visit locations associated with the target





language culture and participate in virtual language classes or lectures; they provide opportunities to increase learner motivation, foster autonomy, and facilitate social presence in a three-dimensional environment (Kruk, 2014).

### 1.5 Interactive worksheets to enhance learning

Worksheets are typically written assignments that students complete either in the classroom or as homework, offering additional practice beyond regular lessons. Worksheets are an important tool in the learning process, allowing students to revisit and apply knowledge gained during class. According to Scrivener (2011), They have been around for a while and are employed in teaching to help students retain what they have learned. Even when applied to online lessons, we end up employing the same worksheets but in an interactive digital version. One example was during the Covid-19 outbreak, which prompted the development of new tools to support the continued use of these resources (Fuentes, 2023).

Furthermore, the Covid-19 pandemic prompted the use of computer/mobile/technology-assisted language learning (CALL/MALL/TALL), technology-enhanced language learning (TELL), and the utilization of various online resources to support L2 teaching and learning because of the necessity to adapt to virtual learning. The use of Google Forms quizzes, Kahoot! Games and interactive worksheets by researchers and educators have also resulted in the incorporation of new forms of assessment; all of these helped teachers to increase learner engagement and participation while interacting with teaching content for both reinforcement and application of new knowledge (Madden et al., 2023).

According to Larsen-Freeman & Anderson (2011), worksheets are particularly beneficial in language instruction as they provide children with frequent opportunities to





practice their writing, grammar, vocabulary, and reading comprehension in a supportive environment. With worksheets, students can work independently, boosting their self-confidence while allowing teachers to identify areas where pupils may require additional guidance. Nunan (2004) noted that worksheets reinforce taught content and encourage self-study, which is crucial for language retention. Furthermore, worksheets can be a valuable tool for tracking students' progress and assessing how they apply what they have learned when aligned with broader instructional objectives (Scrivener, 2011).

Additionally, worksheets can be combined with more dynamic teaching strategies such as Task-Based Learning (TBL), where assignments are designed to mimic real-world situations. In this way, worksheets can promote engagement and real-world language use, making learning more engaging and applicable (Willis & Willis, 2007). This integration ensures that worksheets are not isolated assignments but components of a more comprehensive educational process that encourages students to communicate actively, solve problems, and collaborate. Linked worksheets offer opportunities to connect written assignments with online materials, including activities that enhance listening skills, a crucial ability for all language learners. In developing listening skills, various free online resources and courseware can be utilized to engage students' interest in completing listening exercises online, thereby improving their listening competence. (Rashasoor et al., 2016).

Teachers must invest significant time and effort to create worksheets that are not only of high quality but also relevant to the students' needs and the curriculum. Practical worksheets should include content that aligns with the subject matter being taught and meets the learning objectives. As the digital age advances, the significance of integrating modern technologies and resources into language instruction has increased. Technology, particularly the internet,





has enabled various educational enhancements, including helping students improve their listening skills (Maridueña et al., 2015). Beyond movies and television shows, the internet offers various interactive content, such as podcasts, online language courses, and video blogs, which can further develop listening abilities (Gonulal, 2022).

The advantage of employing these resources lies in their variety and accessibility, which allows educators to select materials that address their students' interests and skill levels. For instance, educational channels on social media platforms like YouTube allow students to practice and listen to specific language skills, including tone, vocabulary, and pronunciation (Rowiyah, 2024). Additionally, incorporating these modern technologies into worksheets enhances student engagement because they are more likely to be inspired by material they encounter outside the classroom. (Godwin, 2015) These resources encourage autonomous learning. Students can practice their listening skills at their own pace, revisiting material as needed to reinforce understanding.

Alasal (2025) Conducted a thorough investigation to compare the effectiveness of digital and conventional media in foreign language learning. The results showed that digital resources, such as social networking sites and language learning apps, significantly improved listening comprehension and vocabulary acquisition. Traditional methods often lacked the engaging, user-friendly experiences that these tools provided. After watching a short video, students can complete a worksheet that requires them to describe the content, answer comprehension questions, or assess the language used in the video. This creates opportunities for deeper cognitive processing and active learning. Videos also allow students to examine situational context, body language, and facial expressions crucial for comprehending spoken language (Pardo-Ballester, 2016)





Some students may interact more effectively with video content, while others might benefit more from listening to audio recordings. The internet provides resources in numerous formats, from short videos to lengthy documentaries. These can be adapted to fit learners' interests and skill levels, enhancing the content's effectiveness and personalization. By incorporating these materials into worksheets, teachers can accommodate diverse learning styles and preferences, promoting differentiated learning (Blessing, 2024).

### 1.6 The Integration of QR Codes in Education

The Quick Response (QR) code system was recently introduced in the field of education. This application uses patterned 2D squares to scan data, providing fast access. QR codes can enhance educational activities by promoting student development, facilitating the sharing of learning information, addressing a variety of learning needs, and supporting learning both inside and outside the classroom (Ali et al., 2017).

With their dynamic ability to improve learning materials, QR codes have emerged as a significant innovation in educational technology. These codes give users immediate access to additional resources, enhancing the interactive and captivating nature of the learning process. Students appreciated the visual appeal and direct access that QR codes provided, making the learning process more engaging and motivating (Durak et al., 2016)

A study conducted by Söğüt & Belli (2024) mentions that incorporating QR codes into lessons significantly boosts students' motivation and interest. This was achieved by sharing visual or audio content, exercises, and feedback through QR codes. Teachers reported that using this tool was beneficial, leading to positive learning attitudes among students. However, the primary challenges were limited internet connectivity and a lack of familiarity with QR





codes. Despite these obstacles, using QR codes in the classroom can enhance course content and increase the variety of exercises.

### 1.7 Research context: Ecuador

Teaching English in Ecuador faces challenges despite the efforts to improve teaching and language learning nationwide. Preparedness and training are among the primary concerns, according to Burgin (2023) The majority of trainee teachers in Ecuador don't feel prepared to handle the requirements of teaching English in diverse classrooms. This lack of readiness highlights the necessity of training programs to equip educators with practical classroom practice strategies.

Another issue in English as a Foreign Language ( EFL) in Ecuador is low motivation. A research conducted by Soto et al. (2024) found that higher education institutions have been long and extensively studied, while primary and secondary education lacks research on this matter. The study also identified the need for extensive studies on cultural factors as a factor that influences students' motivation to learn English. These research gaps suggest the necessity for educational policies that address students' engagement and sustained interest in language learning.

According to Burgin (2023) numerous issues, such as unsuitable learning environments and insufficient class time also have a negative impact on teaching performance in big EFL classrooms with more than 35 pupils. Under such circumstances, teachers frequently find it difficult to manage classroom activities effectively, give each student individualized attention, and maintain student engagement. However, studies show that students' lack of willingness to study English is the main issue. A lack of interest in the subject can result in low effort,





disinterest, and decreased participation in language learning. Additionally, the use of students' first language (L1) in the classroom can impact their exposure to and practice of the target language. While limited use of L1 can facilitate certain aspects of learning, excessive reliance on it may hinder students' immersion and proficiency in the target language (Çağrı Tuğrul, 2013).

Resolving these issues requires a Comprehensive approach that includes curriculum changes, thorough teacher preparation, and methods to increase student enthusiasm. Increasing the effectiveness of instruction and student engagement can be achieved by ensuring teachers have experience in effective classroom management practices and culturally appropriate teaching methods. (Ibrahim, 2024). By addressing these issues, Ecuador could improve language competence and educational achievements nationwide.

### 1.8 A1 English-Level Learners

The Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment Council of Europe (2001) states that A1 students are capable of performing very basic communication activities like self-introduction, simple question and response, and basic instruction comprehension. However, they frequently have little vocabulary and grammatical expertise and find it difficult to understand spoken language at a regular pace. Learners at this level aim to comprehend and produce short, simple words and require continuous exposure to the language in easy, meaningful circumstances.

In countries with a Spanish-speaking population, English language learners at the A1 level frequently face unique difficulties and have different learning objectives (García-Sampedro, 2021). The National Curriculum Specifications of the Ecuadorian Ministry of





Education state that A1 students must master speaking, listening, reading, and writing to address communication challenges in their local school and community settings. These students often have a limited vocabulary and basic grammar skills, hindering their comprehension and use of the language. Their learning objectives typically include expanding their vocabulary, enhancing their speaking and listening skills, and building confidence when speaking the language in social contexts. (Ministry of Education, 2014).

For A1 learners, vocabulary development, supplemented language input, and repetition are effective strategies. The most common vocabulary acquisition tactics include using a bilingual dictionary, verbal and written repetition, studying spelling, guessing from context, and asking peers for meaning. According to a study by Ghalebi et al. (2020) These techniques improve memory and retention by reinforcing new terminology and structures. Furthermore, studying words and phrases in context helps students understand usage and enhances memory. Interaction also promotes vocabulary retention. According to Nation, interaction plays a crucial role in vocabulary acquisition, as students actively use and experiment with new vocabulary in meaningful contexts. (Nation, 2013)

On the other hand, speaking and comprehension skills can be further enhanced by integrating speaking and listening activities that mimic real-world scenarios. It highlights that in a teacher-centered classroom, students may not engage effectively, hindering their speaking skills. In contrast, employing techniques like role-playing that simulate real-world situations encourages students to be more active and immersed in the language (Arfin, 2021). Focusing on these techniques can help A1 students overcome their early difficulties and lay a strong basis for future language growth.



## 1.9 Methodology

Teachers might employ strategies to encourage student involvement and cultural immersion in English. Among these is Communicative Language Teaching (CLT), which prioritizes fluency and contextual language use over the grammatical accuracy often emphasized in traditional methods, which may hinder natural communication. By promoting learners' participation in meaningful exchanges through task-based activities, role-plays, and debates that reflect real-world situations, a study by Nunan further underscores the importance of CLT in fostering engagement and cultural immersion. (Nunan, 2003). Unlike traditional techniques that teach skills in isolation, CLT encourages integrating all skills in real-world scenarios. These are just a few reasons CLT is considered a more comprehensive approach: it considers learners' communication needs, prioritizing fluency over grammar correctness. (Elpedes, 2011).

According to J. Richards & Rodgers (2001) Students in a CLT classroom gain more independence and confidence while speaking English in authentic situations because teachers support their communicative actions without dominating the discourse. The teacher fosters a student-centered learning atmosphere and encourages fluency improvement while creating opportunities for engagement. According to Octavianita, teachers should emphasize the development of real-world communicative settings where students can share authentic information and allow language and vocabulary to develop naturally as needed. (Octavianita et al., 2021)

Finding the right balance between fluidity and accuracy is a crucial aspect of CLT; correctness entails using grammar and terminology correctly, but fluency emphasizes speech's natural flow and fluidity. Farooq says accuracy is essential for preventing mistakes, even if



fluency is prioritized. Teachers must strike a balance by letting students practice both at the same time in order to guarantee that they are not only fluent but also able to communicate themselves clearly when needed. (Farooq, 2015).

### **1.10 The Direct Method**

The Direct Method is a language teaching strategy emphasizing immersion and avoiding using the original language. Active classroom instruction is the best way to teach a language (Swain, 2000). According to Dakhalan & Tanucan (2024), the Direct Method offers several advantages, particularly for enhancing beginner and intermediate learners' oral fluency and listening skills. Teachers using the Direct Method convey meaning through action and demonstration rather than explanation. Grammatical concepts are introduced to students using illustrations and examples. This method engages both students and teachers in activities. It emphasizes correct pronunciation when teaching new vocabulary by utilizing familiar words. (Batoool et al., 2017).

### **1.11 Task-Based Learning**

According to Ellis (2003), instead of confining pupils to isolated grammar exercises, Task-Based Learning (TBL) enhances language acquisition by assigning tasks that reflect real-world situations. The language learning process becomes more engaging and meaningful by prompting students to use the target language for activities like simulating various scenarios, such as making a purchase at a café, planning a trip, or solving a problem. TBL instructors actively provide their students with opportunities to use language for problem-solving, exchanging ideas, and negotiating meaning. Masuram and Sripada stress that oral proficiency





should be emphasized in the curriculum, teaching strategies, and resources so students can interact confidently and fluently in the target language. Additionally, TBL allows students to engage in meaning-focused activities that mimic real-world scenarios and practice speaking without hesitation or unnecessary pauses. (Masuram & Sripada, 2020)

Task-Based Learning (TBL) can be effectively incorporated into linked worksheets to enhance communication and engagement by including activities that provide opportunities for meaningful language use, foster teamwork, and mirror real-world situations. Tasks that simulate real-life scenarios, such as planning or problem-solving, encourage children to utilize language in a practical and inspiring manner (Long, 1985). Linked worksheets can enhance collaboration by including group or pair activities that promote peer interaction through discussions, decision-making, or cooperative problem-solving. (Kumaravadivelu, 2003). To better prepare students for their primary job, TBL incorporates pre-task activities. For instance, connected worksheets may include vocabulary exercises or short readings to expose students to the necessary language before the activity. (Robinson, 2012).

Speaking fluency improves during task-completion when students actively engage with the target language in real time through role-playing or topic discussions. (Willis & Willis, 2007). Ultimately, students can assess their language use by incorporating feedback and reflection into the worksheets; peer and self-assessments promote future growth and continuous communication. (Bygate, 1987). Integrating these techniques into connected worksheets can significantly enhance students' engagement and communication skills in language learning.

Practical communication skills are essential in educational contexts since they influence student achievement and teacher effectiveness. Evaluating these abilities requires a complex





approach that considers several facets of communication. Braun (2021) States that performance-based evaluations are vital for assessing students' communication skills. Based on Habermas's communication theory, the study differentiates between understanding-oriented and strategic communication using role-plays. The results demonstrate that these tests offer a comprehensive evaluation of communication skills, revealing a weaker correlation with self-assessments but a moderate association with nonverbal abilities. This highlights the need for thorough assessment techniques that reflect the complexity of communication skills. (Habermas, 1984).

Suhairom et al. (2024) conducted a systematic review in the context of higher education, examining communication skills evaluations and rubrics across various academic fields. The study highlights several important issues, such as the need for specific teaching techniques, the influence of language proficiency, and the necessity for mixed assessment methodologies. The authors emphasize the importance of early and ongoing incorporation of communication tasks into curricula and advocate for tests assessing communication skills while fostering critical thinking and problem-solving ability.

Researchers have also examined the relationship between teachers' efficacy and their communication skills. A study on faculty members at Iran University of Medical Sciences found a significant correlation between assessment scores and professors' communication abilities. Students rated professors higher when they exhibited exceptional listening skills, emotional control, and the ability to comprehend spoken and nonverbal cues. This suggests that enhancing teachers' communication skills can improve learning outcomes and more satisfied students

These studies collectively emphasize the importance of thorough communication skills





assessment in education. Employing comprehensive evaluation methods can improve both teaching effectiveness and student learning experiences.





## CHAPTER II: RESEARCH METHODOLOGY

### **The application of linked worksheets to improve communication and interaction among A1 English-level students**

#### **2.1 Research question:**

How does the use of linked worksheets impact communication and interaction skills among A1-level students at Unidad Educativa Eloy Alfaro?

#### **2.2 Paradigm:**

The main purpose of this study is to demonstrate the effectiveness of applying linked worksheets to improve communication and interaction among A1 English-level students in the 1st Baccalaureate grade at Unidad Educativa Eloy Alfaro. The study addresses the lack of interaction and language use among these students by implementing QR code-linked worksheets to enhance communication and practical language use. The participants are 14- to 15-year-old learners from diverse cultural and regional backgrounds, including the highlands, coastal areas (mainly Guayaquil), and Afro-Ecuadorian communities. While they generally have a positive attitude toward learning English due to exposure through media like videos, music, and video games, English is not their preferred subject, leading to limited interest in classroom interaction.

The use of technology in education brings numerous advantages. It enhances students' motivation, promotes active participation during classes, and provides access to up-to-date and appealing content at a low cost through the internet. Incorporating engaging audio-visual materials into lessons can improve the development of language skills by making learning more enjoyable (Binnur, 2009). On the other hand, developing communicative skills in English





is crucial for learners. According to Parupalli (2019), it allows students to practice what they learn in the classroom and gradually improve their speaking abilities. As a result, their confidence increases, and their performance outside the classroom becomes significantly positive.

This study employs a mixed-methods approach, combining quantitative and qualitative data to evaluate students' communicative skills after implementing linked worksheets. Quantitatively, pre-tests and post-tests are used to measure progress in pronunciation, fluency, and interaction. Pre-tests conducted at the start of the 2024-2025 school year establish a baseline for students' communicative skills, while post-tests administered in February 2025 will assess the intervention's impact. This timing aligns with the research design, enabling a clear comparison of skill development over the school year.

Qualitative data will be gathered through interviews and observations, providing insights into students' experiences with the worksheets, identifying challenges, and suggesting areas for improvement. Data collection tools also include surveys and questionnaires to measure students' self-confidence, interaction frequency, and perceived skill improvement. Statistical analysis will then be applied to examine test scores and survey results, offering a comprehensive overview of the impact of linked worksheets on students' communicative abilities.

The application of preliminary research is essential to assess the feasibility and relevance of this study. There are several methods to collect data in educational research, including mixed, quantitative, and qualitative approaches. Quantitative research evaluates hypotheses, collects and analyzes numerical data, and emphasizes objectivity and statistical rigor. This method is often associated with surveys and experiments that aim to generalize





results across populations (Creswell & Creswell, 2018). Conversely, qualitative research uses observations, interviews, and case studies to explore phenomena deeply, seeking to understand behaviours, experiences, and viewpoints (Denzin & Lincoln, 2011).

This study integrates both approaches to ensure a solid analysis of the impact of linked worksheets on improving communication and interaction among students. By focusing on both measurable outcomes and personal experiences, this research aims to provide valuable insights into the effectiveness of this educational strategy within the academic period and contribute to the development of innovative teaching practices for English language learners.

### **2.3 Conceptualization and Operationalization of the Main Categories**

This section describes the main categories created to show how the linked worksheets might help A1-level students in Parallel A of the First Baccalaureate at Unidad Educativa Fiscal Eloy Alfaro communicate and interact more effectively. Several categories are essential to display the data gathered throughout the research process in an orderly and methodical way.

#### **2.3.1 The main categories for this study include:**

**2.3.1.1 Linked worksheets** are educational tools that combine a printed worksheet with interactive elements accessible through links, such as QR codes, URLs, or embedded hyperlinks.

**2.3.1.2 Communication and interaction:** Communication refers to exchanging information, ideas, or instructions between teachers, students, and peers to facilitate learning. Interaction is the active participation and collaborative learning in education.



## 2.4 Definition and explanation of main categories

### 2.4.1 Independent variable: Linked worksheets

Linked worksheets are instructional resources that combine conventional worksheets with multimedia content that may be accessed through embedded links, QR codes, or hyperlinks. Students can access extra online resources like games, interactive exercises, movies, and supplemental reading by following these links. The incorporation of digital content enhances the educational process by supporting different learning preferences and allowing students to look deeper into subjects.

Connected worksheets are based on blended learning, which creates a more dynamic and adaptable learning environment by combining in-person instruction with online resources. According to Smith and Hill (2019), including digital components in conventional teaching approaches can boost student motivation and engagement since interactive resources make classes more engaging and relatable.

Additionally, connected worksheets promote self-directed learning by allowing students to access materials whenever and wherever they choose. This method aligns with constructivist learning theories, which stress the importance of students actively creating knowledge via interaction and inquiry (Jonassen, 1999). Additionally, teachers can differentiate instruction by using connected worksheets, which offer a variety of materials to meet the needs of different student groups, including those with particular educational needs or requirements.

### 2.4.2 Dependent variable: Communication and interaction

Interaction and participation are essential in ESL classrooms to promote language development and provide an interesting learning environment. Meaningful verbal and nonverbal exchanges of information are necessary for effective communication, and interaction





emphasizes how reciprocal these exchanges are. When combined, they allow students to improve their language abilities, increase their fluency, and gain confidence when speaking English in authentic situations. Ding (2021)

According to recent studies, interactions between teachers and students create a stimulating learning environment. When teachers employ strategies like humor, emotional support, and constructive criticism to build connections with students and reduce tension, a pleasant classroom culture is developed. This encouraging environment encourages students to engage in talks, role-playing activities, and group projects—all of which are essential for language acquisition (Hamzah et al., 2023)

Another important factor in English lessons is peer-to-peer interaction. Group projects and conversations are examples of activities that assist students in resolving misunderstandings, negotiating meaning, and practicing authentic use of the target language. According to Jie (2021), these interactions encourage the practical use of language skills beyond grammar and vocabulary by simulating real-life communication.

Research also emphasizes the value of feedback in interaction and connection. In addition to improving accuracy and fluency, constructive criticism promotes self-correction and critical thinking. This periodic method facilitates long-term retention and aids learners in internalizing linguistic pattern (Vattøy & Gamlem, 2020). In the end, ESL teachers can design dynamic and engaging classes by emphasizing communication and engagement. By bridging the gap between theoretical understanding and real-world language use, these exercises help students become proficient communicators in a variety of settings.



## 2.5 Delimitation of population, sample, and sampling.

The research population consists of students at Unidad Educativa Eloy Alfaro in Guayaquil, Ecuador, with 589 students in the afternoon shift. The sample selected for this study consisted of 25 students of 1st Baccalaureate students. The sample was selected using purposive sampling, a non-random method that ensures the participants meet specific criteria relevant to the study (Etikan et al., 2016).

The criteria followed to select the sampling was selected under the following indicators: 1) Students are A1-level English students as classified by the CEFR (Council of Europe, 2020) 2) They are aged between 14 to 15 years old. 3) Students receive English classes as a compulsory subject. 4) Parents provided consent to allow students to participate in the study. 5) The population has access to technology. 6) Students come from different ethnic backgrounds.

**Table 1**

*Sample Population*

Participants	Sample Population	Percentage
Women	13	52%
Men	12	48%
Total	25	100%

## 2.6 Research context.

The present research work was developed in Unidad Educativa Eloy Alfaro, a public institution in the south of the city in the Guayaquil province of Guayas in Ecuador. The institution works on three shifts: morning, afternoon, and evening, with grades from the eighth basic grade to 3rd grade of baccalaureate. Students belong to low economic income. The





school has limited resources for classes; therefore, the teachers provide most materials. The research participants are from the 1st year baccalaureate parallel A, and they receive English classes three times a week in a compulsory way.

## 2.7 Research stages.

The research process was structured into six stages to ensure a systematic approach. It began with the Delimitation of the Problem, where the researcher defined the focus of the study by selecting a topic, formulating objectives, and developing a straightforward research question. This foundational stage set the direction for the entire study. Next, the Literature Review established the theoretical framework by analyzing relevant academic sources, identifying knowledge gaps, and justifying the significance of the study. Together, these stages provided a robust foundation for designing the research.

The following step in the process was the Elaboration of Instruments, where tools like linked worksheets or questionnaires were carefully designed and verified. Data was then gathered from the target population in the Application of Instruments stage. Once collected, the data was arranged and examined in the Data Analysis stage to identify significant insights. Lastly, the researcher summarized the results, drew conclusions, and offered recommendations in the Final Report of Data and Conclusions. This methodical approach ensured a logical progression from problem identification to practical outcomes, advancing the field and achieving the study's objectives.

**Table 2**

*Stages of the research project*

<b>the research project</b>	<b>description</b>	<b>activities</b>	<b>performers</b>
Delimitation of the problem	Identifying and defining the research problem and scope.	Selecting the research topic - Defining the research objectives - Formulating the research question	Researcher Tutor
Literature review	Collecting and analyzing existing studies relevant to the topic.	Searching for and reviewing academic articles, books, and other resources - Summarizing key findings - Identifying knowledge gaps	Researcher
Elaboration of the instruments	Designing tools for data collection based on research objectives.	Creating surveys, observation checklists, or linked worksheets - Validating instruments with peers or experts	Researcher Tutor
Application of the instruments	Implementing the data collection tools with the selected population.	Distributing and explaining the instruments - Collecting responses from participants	Researcher, Participants
Data analysis	Organizing and interpreting the data collected to address the research question.	- Tabulating responses - Analyzing qualitative and quantitative data - Identifying patterns and trends	Researcher
Final report of data and conclusions	Summarizing findings, concluding,	Writing the research report - Including data analysis results, discussion, and conclusions	Researcher Tutor

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- Proposing suggestions for

Moreover, it will make future research  
recommendations based  
on the results.

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## 2.8 Research Scope

This study investigates the descriptive aspects of how linked worksheets influence communication and interaction skills among A1-level students at Unidad Educativa Eloy Alfaro, Guayaquil, Ecuador, during the 2024-2025 school year. It focuses on understanding classroom dynamics, participation patterns, and the effectiveness of task-based materials in fostering interaction.

The study assesses whether integrating linked worksheets enhances students' ability to communicate and collaborate during English lessons. To achieve this, pre- and post-tests will be administered to measure students' initial and final communication proficiency levels. These tests provide quantitative data, allowing for a comparative analysis of progress and a deeper understanding of the linked worksheets' impact.

The research also explores the explanatory dimension by examining how task design, peer collaboration, and teacher facilitation contribute to changes in communication and interaction skills. Classroom observations and student feedback further contextualize these findings.

This research offers valuable insights for other researchers exploring technology-integrated materials and communicative teaching methodologies. The findings aim to guide educators and curriculum designers in creating interactive resources that support language acquisition and foster active participation in diverse learning environments.

### 2.8.1 Type of Research

This research employs field and experimental methods to investigate the impact of linked worksheets on A1-level students' communication and interaction skills. The field approach allows the study to occur in the natural classroom environment of Unidad Educativa Eloy Alfaro in Guayaquil, ensuring the authenticity of student interactions and behaviours. Observing students in their regular setting provides real-world insights into how linked worksheets function within a typical school context.

The experimental approach introduces a systematic method to measure the effect of linked worksheets. A pre-test is conducted to establish baseline data on students' communication skills. Subsequently, the intervention phase involves implementing linked worksheets in lessons, focusing on activities that foster collaboration and dialogue. After the intervention, a post-test is administered to assess any measurable improvements. This approach enables the researcher to draw cause-and-effect relationships between linked worksheets and the observed outcomes.

By combining these approaches, the study provides empirical evidence of the worksheets' effectiveness. This dual methodology strengthens the research's validity and offers actionable insights for educators and researchers aiming to enhance communication in similar educational settings

### 2.8.2 Description of the instruments

A student survey and pre- and post-test assessments were chosen as the study's tools because they support the investigation's goals and provide a complete analysis of how well linked worksheets improve interaction and communication among English language learners at the A1 level.



### **2.8.2.1 Student Survey**

Qualitative information about the opinions and experiences of students was gathered through the Student Survey. We examined their readiness to communicate with classmates and utilize the language and their opinions toward using technology in the classroom. The Student Survey gathered qualitative information about students' opinions and experiences. It examined their readiness to communicate with classmates and utilize language and their opinions toward using technology in the classroom. This data provides important context for the test outcomes to ensure a comprehensive understanding of the intervention's impacts.

### **2.8.2.2 Pre and Post-Test Assessments**

Pre- and post-test evaluations are essential for tracking pupils' development of communication abilities. The pre-test evaluates students' initial speaking and interpersonal skills to establish a foundation. Improvements in these areas are assessed in the post-test using linked worksheets in the lessons. The study determines the influence of the worksheets and provides quantitative proof of their effectiveness by comparing the outcomes. Together, these instruments provide a robust framework for evaluating the research objectives.

The combination of objective measurements and subjective feedback ensures that the study captures both the measurable outcomes and the experiential dimensions of communication and interaction improvements.

## **2.9 Description of the methodological proposal**

Since the linked worksheets' primary objectives are fluency, interaction, and cooperation, Communicative Language Teaching (CLT) is appropriate for this study (Richards, 2006). The communicative emphasis of the worksheets is ideally aligned with CLT's





promotion of meaningful exchanges, role-playing, and group projects. This strategy is strengthened even further by using M-learning (Mobile Learning). Students can interact with linked worksheets at any time and from any location because of the flexibility and accessibility offered by mobile devices (Kukulska-Hulme & Traxler, 2019). M-learning enhances CLT's focus on genuine communication by providing interactive exercises, multimedia materials, and immediate feedback. Technology, M-learning, and CLT provide a strong foundation for raising A1-level students' proficiency.

### **2.9.1 Description of the Evaluation and Validation of the Proposal**

The proposed use of linked worksheets to enhance A1-level students' communication and interaction skills at Unidad Educativa Eloy Alfaro was evaluated through a comprehensive and diverse process to assess its efficacy and the impact on language development. The validation procedure employed both formative and summative evaluation methodologies, and expert judgment was carefully employed to ensure that the methodology and instruments aligned with the study's objectives and accurately measured the intended outcomes.

### **2.9.2 Expert validation**

To guarantee the proposal's validity, the tutor—a distinguished professor with a bachelor's degree in education and two master's degrees, one in education and innovation and another in English—played an essential role in supporting the researcher. His guidance spanned from the initial selection of the research theme to the approval of the research design. Furthermore, he contributed to validating the instruments used in the study, which included the Operational matrix of variables, a student Survey, and Pre- and Post-Test Assessments. His expertise ensured the instruments accurately measured interaction and communication abilities



while aligning with the study's objectives. Thanks to this meticulous validation process, the tools' reliability was confirmed, the study's legitimacy was reinforced, and the results accurately demonstrated the worksheets' effectiveness.

## **2.10 Data collection process**

Qualitative data from the student survey was collected to explore students' engagement and perceptions of linked worksheets. Quantitative data from the pre- and post-tests were also collected to evaluate the impact of linked worksheets on A1-level students' communication and interaction skills. The data processing involved analysing information gathered from the pre- and Post-Test Assessments and the Student Survey. These assessments focused on fluency, accuracy, and interaction ability.

### **2.10.1 Data Entry and Coding**

The quantitative data were processed using statistical methods, including descriptive statistics like mean and percentage changes, to measure improvements and effectiveness. Scores from the pre- and post-tests were compared to identify changes in communication skills. The qualitative survey data were organized and coded to identify recurring themes and patterns. These themes provided additional insights into the students' experiences and engagement with linked worksheets. The integration of quantitative and qualitative data ensured a holistic analysis of the study's outcomes

### **2.10.2 Description of the analysis**

The study assessed the effect of linked worksheets on the communication abilities of A1-level students using both quantitative and qualitative approaches. The statistical analysis of the data collected before and





after the exam revealed improvements in fluency, accuracy, and interactivity. Patterns in student participation and views were found through a thematic analysis of qualitative survey data. Integrating both data sets, which combined student experiences with measurable progress, achieved a comprehensive understanding of the intervention's effectiveness.

### **2.10.3 Description and analysis of the results of the diagnose stage**

A pre-test was given to all A1-level students at the diagnosis phase to evaluate their present level of English proficiency and identify any communication and interaction difficulties. Significant gaps were found in the students' vocabulary, speaking confidence, and ability to use English in real-world situations, according to the pre-test results. This stage was essential because it gave a clear foundation for comprehending the requirements and challenges of the students. The results assisted in choosing the connected worksheets' content, making sure that particular areas for development—like vocabulary growth, group conversation, and task-based language practice were covered.

### **2.11 Ethical consideration**

To ensure the rights and privacy of participants were respected, a prior consent letter was sent to parents, requesting their permission for students to participate in the research. To maintain transparency, this letter described the goals, methods, and kinds of data that were going to be gathered for the study. Parents were informed that participation was voluntary and that students could withdraw at any time without consequence. Additionally, all data collected would remain confidential, with student identities anonymized in any published results, ensuring participants' privacy and compliance with ethical research standards.





### CAPÍTULO 3: DATA ANALYSIS AND RESULTS

#### 3.1 Description of the intervention

The 25 students who took part in this study participated in English lessons on Mondays, Tuesdays, and Wednesdays. Using linked worksheets, the intervention evaluated and improved students' communication and interaction abilities according to a planned schedule. The pre-test, conducted on May 22, 2024, assessed the students' initial speaking and interaction skills and marked the start of the study procedure. After that, on June 18, 2024, a survey was used to learn more about the communication difficulties and perceptions of the students. The linked worksheets were developed over July, making sure they complemented the goals of the study. The intervention phase, which ran from August 6 to August 15, 2024, to improve engagement and communication, integrated the created worksheets into routine classroom activities. On August 27, 2024, the study ended with the post-test, which allowed for comparing the students' progress. The summary of the intervention plan is described in Table three below:

**Table 3**

*Summary of the Intervention Plan*

<b>Instrument</b>	<b>Date of application</b>
Pre-Test	May 22nd
Survey	June 18 <sup>th</sup>
Development of worksheets	July 9 <sup>th</sup> – July 23 <sup>th</sup>
Intervention	August 6 <sup>th</sup> – August 15 <sup>th</sup>
Post Test	August 27 <sup>th</sup>





### **3.2 The pre-test phase**

#### **3.2.1 Diagnostic test**

The pre-test was created to evaluate students' communicative and English abilities before using the related worksheets. It aimed to assess their Speaking, listening, reading comprehension, grammar, and vocabulary skills. Students' understanding of sentence structure and verb usage was evaluated in the first section using fill-in-the-blank assignments that assessed basic grammatical knowledge. A matching exercise in the second segment evaluated their capacity to construct essential dialogues and identify suitable conversational responses. Their understanding of frequent phrases and their capacity to select appropriate responses were assessed in the third segment, which was a listening exercise. The reading assignment in the fourth section assessed students' comprehension of brief texts and their capacity to identify important information. Lastly, the speaking portion evaluated students' fluency, pronunciation, and capacity to articulate simple concepts by asking them to respond to personal questions in complete sentences. By assessing students' initial language proficiency and communication skills, this pre-test served as a starting point for tracking their development throughout the intervention.

#### **3.2.2 The survey phase**

The survey during the research provided further information regarding the students' interest in learning and utilizing English. The survey comprised ten questions with four possible answers—always, frequently, sometimes, and never. These questions aimed to determine students' interest in learning English, how they interacted with the course materials, what topics they were most interested in, and how they felt about using worksheets and QR





codes as teaching aids. The survey allowed students to express their opinions about the learning process by revealing their preferences and difficulties. Their answers assisted in identifying crucial areas to improve language instruction's efficacy and engagement. Additionally, the results helped to improve the intervention by guaranteeing that the resources, such as connected worksheets, matched the requirements and preferences of the pupils to enhance their learning experience.

### 3.3 Classroom Observation

Classroom observations revealed a significant increase in student participation in English after implementing the five linked worksheets. According to the observation rubric, students demonstrated exceptional interpersonal and communication skills, particularly in group projects, sentence construction, and vocabulary usage. Most students fully engaged in group and pair activities, articulating their thoughts with well-structured sentences and relevant language. Many spoke more confidently and made fewer mistakes, improving clarity and pronunciation.

Furthermore, students' listening comprehension improved by providing more accurate responses to spoken prompts and dialogues. Overall, they demonstrated a greater willingness to participate and communicate, even though several still faced challenges with pronunciation and fluency. This improvement was supported by the worksheets' structured format, which featured real-life scenarios. Students found the topics engaging and relevant to real-world situations.

Additionally, when students assisted each other in completing assignments and practicing conversations, the classroom environment fostered collaborative learning. The positive feedback from the worksheets suggests that they effectively encouraged peer interaction and active



discussion among A1-level students. Input from rubric-based observations was vital in refining and implementing similar strategies in future classes, ensuring students' communication skills continued to improve.

### **3.4 The intervention phase**

The intervention phase of this research was conducted from August 6th to August 15th, 2024, with three hours of weekly classes. The activities were designed following a combination of Communicative Language Teaching (CLT), the Direct Method, and Task-Based Learning (TBL). These approaches allowed students to actively engage in real-life language use, focusing on communication, vocabulary acquisition, and practical application of linguistic structures. Through implementing five structured worksheets, students analyzed and practiced key vocabulary, functional language, and cohesive devices within a coffee shop scenario context. These worksheets aimed to develop their ability to engage in authentic conversations, reinforcing listening, speaking, reading, and writing skills in a meaningful and interactive way.

#### **3.4.1 The implementation of linked worksheets**

The first worksheet introduces and reinforces coffee shop-related vocabulary through online and written exercises. Including a time-scored activity adds an element of motivation and self-assessment for students. Alphabetizing the vocabulary strengthens lexical organization skills, while picture labeling and fill-in-the-blank exercises ensure comprehension and retention. The Direct Method emphasizes vocabulary acquisition through contextualized practice, while CLT principles encourage communication and interaction.

The second worksheet emphasizes reading comprehension and vocabulary application



through interaction with a coffee menu. Students develop their ability to recognize and differentiate menu items by identifying different coffee types. Completing sentences based on menu readings enhances their understanding of contextual language use. The final task, creating a personalized menu, follows a Task-Based Learning approach, encouraging creativity and reinforcing learned vocabulary through hands-on application.

The third worksheet provides practical application opportunities by engaging students in real-life communication scenarios. The initial online activity with a score-based element continues the motivational strategy from Worksheet 1. Matching phrases with speakers introduces functional language used in ordering at a café. The sequencing task builds logical structuring skills in dialogue formation. Finally, the pair-based café conversation activity promotes peer interaction, oral practice, and confidence in meaningfully using learned vocabulary and expressions. Combining the Direct Method and CLT ensures students practice communication naturally and in an immersive setting.

Worksheet four shifts focus toward numeracy skills and real-world application of financial transactions in English. Watching a video before answering comprehension questions integrates multimedia learning, catering to different learning styles. The listening exercise that follows reinforces number recognition and price comprehension, which are crucial skills for real-life interactions. The final pair activity follows a Task-Based Learning approach, encouraging students to role-play financial exchanges and apply language in practical situations.

This final worksheet integrates all previously learned vocabulary, structures, and skills into a project-based task. The initial video-based activity enhances listening comprehension





and introduces authentic dialogue patterns. The brainstorming session and role assignment facilitate teamwork and organization. Writing the script consolidates vocabulary usage, while rehearsal ensures pronunciation practice and fluency development. Memorization for the role-play enhances speaking confidence and prepares students for real-life communicative situations. Integrating CLT, the Direct Method, and Task-Based Learning makes this activity a culmination of meaningful communication and structured practice.

The five worksheets successfully implement a progressive learning approach, starting with vocabulary recognition and moving towards application in interactive and real-world contexts. The activities promote engagement through diverse modalities (reading, writing, listening, and speaking), fostering well-rounded language acquisition. The integration of online resources with traditional tasks enhances accessibility and self-directed learning. Lastly, combining CLT, the Direct Method, and Task-Based Learning ensures that students develop practical communication skills essential for real-life interactions, making language learning engaging and effective.

### **3.5 The post-intervention phase**

#### **3.5.1 The Roleplay Activity**

As a culminating task, the sixth and final activity was a role-play session in which students demonstrated their group learning. This activity served as the final product of the five worksheets, allowing students to apply all the vocabulary, structures, and communication strategies they had developed throughout the intervention. By participating in an interactive role-play, students showcased their ability to engage in realistic conversations, reinforcing





fluency and confidence in their English-speaking skills. This final performance emphasized the effectiveness of CLT, the Direct Method, and Task-Based Learning in fostering practical language use.

### 3.5.2 The Post-test

After completing the five linked worksheets, the post-test measured students' progress in communication and interaction skills at the A1 level. It assessed their ability to use vocabulary, grammar structures, listening comprehension, reading skills, and speaking fluency in structured and semi-spontaneous interactions.

The test was divided into five sections. The first section, Fill in the Blanks (2.5 points), required students to complete sentences using the correct word, assessing their understanding of basic grammar structures such as subject pronouns, the verb "to be," modal verbs, and sentence formation. The second section, Dialogue Matching (2 points), evaluated their ability to recognize logical conversational exchanges, reinforcing comprehension of common interaction patterns.

In the Listening Comprehension (1.5 points) section, students listened to the teacher and selected the most appropriate response, assessing their ability to understand simple spoken English. The Reading Comprehension (1 point) section required students to read a short passage and identify key details, allowing assessment of their ability to process and interpret essential written texts. Finally, the Speaking (3 points) section measured students' ability to respond to personal questions in complete sentences, evaluating their skills in sentence formation, vocabulary use, pronunciation, and fluency.

The test was scored out of 10 points, with performance categorized as follows: Students





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who scored 8-10 points displayed strong communication skills, correctly using vocabulary and grammar fluently. Those in the 5-7-point range demonstrated moderate proficiency, with minor fluency, grammar, or comprehension difficulties. Students scoring 0-4 points struggled with communication, requiring additional support and practice in basic interaction skills.

By comparing these post-test results with pre-test scores, the effectiveness of the linked worksheets in improving students' spoken and written communication was evaluated. The test results helped identify both progress made and areas needing reinforcement, ensuring targeted support for students requiring additional practice.

### 3.5.3 Questionnaire

The survey collected students' opinions on the effectiveness of the linked worksheets in improving their participation, confidence, and interaction in English class. It included multiple-choice, Likert scale, and open-ended questions divided into four sections: general information, engagement and participation, content and usefulness, and open-ended feedback. The questions measured how often students used the worksheets, whether they found them interesting and valuable, and how the activities influenced their willingness to communicate in English. Additionally, students shared their preferences for specific activities and suggested improvements. The results provided valuable insights into the impact of the worksheets on student learning and helped refine future lesson materials.

### 3.6 Location

The research was conducted at Unidad Educativa Eloy Alfaro, a high school situated in the southern region of Guayaquil on the coast of Ecuador. This public institution offers



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education for 8th grade through 3rd Baccalaureate students operates in three shifts: morning, afternoon, and evening. It provides baccalaureate programs in Science, Informatics, and Accounts. Most students attending this institution come from lower-middle-class backgrounds across various areas in the South.

### 3.7 Materials

The five linked worksheets needed various resources to encourage student participation and interaction. Accessing online vocabulary drills, videos, and interactive exercises required a cell phone. Students were given practice in listening comprehension through audio and video, which helped them identify pronunciation and comprehend conversations at a coffee shop. Students were guided through various tasks using printed worksheets, such as role-playing scripts, vocabulary exercises, and sentence construction. In group activities, large sheets of paper were employed for brainstorming, menu creation, and conversation design. Students could watch instructional videos, do digital activities, and obtain material for their assignments, thanks mainly to the internet. Markers, pens, and glue facilitated practical tasks like tagging images and creating imaginative menus. Pro props, like fake cash or objects associated with cafés, were added to make role-playing activities more engaging. By ensuring a dynamic and interactive learning environment, these resources helped students improve their communication skills and deal with real-world situations.

### 3.4 Type of research

This research utilized a quasi-experimental action research framework alongside a



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cross-sectional method to assess the impact of connected worksheets on the communication

and interaction abilities of A1-level learners at Unidad Educativa Eloy Alfaro. The study evaluated whether worksheets enhanced students' engagement and language skills. It involved gathering qualitative and quantitative data, thus categorizing it as a mixed-methods study (Creswell & Creswell, 2018a)

A quasi-experimental design was employed because students were not randomly allocated to groups; the research occurred in a preexisting classroom environment. The independent variable involved implementing linked worksheets, while the dependent variable focused on the students' communication and interaction abilities. The study utilized a pre-test and post-test framework to compare students' language skills before and after the intervention (Dörnyei, 2007).

The study employed a cross-sectional research approach, analyzing the impact of the independent variable (linked worksheets) on students' communication skills at a single point in time rather than over a longer duration (Bryman, 2008). This method is frequently utilized in educational research to assess the immediate effects of an intervention on learners, offering a snapshot of its effectiveness (Cohen et al., 2017).

Action research played a vital role in this study, which focused on enhancing teaching methods and tackling a specific classroom issue—students' minimal participation in English communication. As noted by Burns (2010), action research enables educators to pinpoint challenges, execute solutions, and evaluate their effectiveness in classroom environments. The research adhered to a cyclical framework of planning, action, observation, and reflection (Kemmis & McTaggart, n.d.). During the intervention, classroom observations yielded qualitative insights into student engagement, while surveys collected students' feedback on the





effectiveness of the worksheets.

This research utilized a mixed-methods approach to thoroughly understand the impact of linked worksheets, incorporating both quantitative and qualitative data collection methods. The quantitative part consisted of pre-test and post-test scores, facilitating statistical comparisons of student performance. On the other hand, the qualitative aspect included classroom observations and student surveys to assess the worksheets' effectiveness in engagement, participation, and perceived usefulness (Dörnyei, 2007)

### 3.5 Research Question

How does the use of linked worksheets impact communication and interaction skills among A1-level students at Unidad Educativa Eloy Alfaro?

### 3.6. Sample

Selecting a small number of people from a larger population is known as sampling, and it is crucial to research. This eliminates the requirement to examine every member of the population in order to collect data and make inferences (Creswell & Creswell, 2018). The two primary categories of sampling are non-probability sampling and probability sampling. Thanks to probability sampling, every member of the population has a known, non-zero chance of getting chosen. Random, stratified, and systematic sampling are standard probability sampling techniques (Kumar & Ranjit, 2011). However, non-probability sampling may introduce biases because it does not give every member an equal chance to participate. According to Cohen et al. (2014), quota, judgmental, and convenience sampling are a few types of non-probability





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sampling.

The sample size dramatically influences the accuracy of study findings. Although larger samples can be more expensive and time-consuming, they typically represent the population more (Fowler, 2014). In educational research, where demographic factors may affect the outcome, the sample must be selected so that the findings can be extrapolated to the larger population (Trochim, 2007). Even in cases where the sampling technique is sound, sampling error—the discrepancy between the sample result and the actual population parameter—should be considered. When evaluating their findings, researchers need to be mindful of this idea (Babbie, 2016).

Twenty-five A1 English-level Baccalaureate first-year students from Unidad Educativa Eloy Alfaro in Guayaquil comprise the study's sample. These 14–15-year-old pupils were chosen from parallel "A" based on an institutional test administered at the start of the school year. The study examines how linking worksheets might enhance these students' communication and interpersonal abilities. The study will be conducted in the context of secondary education at this public institution and is framed within classroom interaction, educational technology, and language pedagogy.



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## RESULTS AND DISCUSSION

This section analyzes the information gathered from the research tools, such as surveys, classroom observations, and pre- and post-tests. The results are analyzed to determine how linked worksheets affect A1-level students' ability to communicate and engage. This analysis emphasizes significant trends, patterns, and student performance improvements by contrasting the outcomes before and after the intervention. Furthermore, the data is analyzed concerning the study's goals, offering valuable perspectives on the efficacy of the suggested approach.

### Research question

#### **How does the use of linked worksheets impact communication and interaction skills among A1-level students at Unidad Educativa Eloy Alfaro?**

To address the research question, a pre-test, post-test, a survey, classroom observations, and a questionnaire were used to evaluate the impact of linked worksheets on communication and interaction skills among 25 A1-level students from Unidad Educativa Eloy Alfaro. First, a pre-test assessed their essential communication and social skills. Next, students' opinions about their communication difficulties were gathered through a survey. Afterward, during the session, students worked on linked worksheets designed to enhance communication through structured exercises. Progress was measured with a post-test, and engagement and participation were monitored through classroom observations. Finally, students' feedback on the effectiveness of the worksheets was collected via a questionnaire. The analysis of these tools provided insights into how linked worksheets influence students' abilities to interact and communicate.





## Pretest

The study began with administering the pre-test, which was intended to assess students' English and communication skills before using the related worksheets. This exam evaluated key language abilities such as vocabulary, grammar structures, reading, speaking, and listening comprehension. It sought to assess pupils' starting competency levels and identify areas needing development. To assess the efficacy of the intervention, the pre-test results were compared to the post-test results using a 10-point scoring system.

**Table 4**

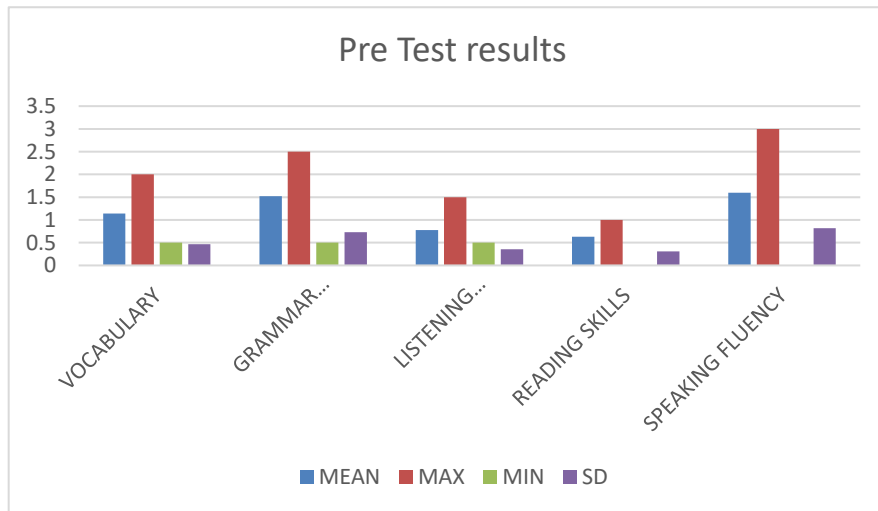
### *Pre-test Results*

Pre-test Results	Mean	Max	Min	SD
Vocabulary	1.14	2	0.5	0.46815
Grammar structure	1.52	2.5	0.5	0.72858
Listening comprehension	0.78	1.5	0.5	0.3559
Reading skills	0.63	1	0	0.30721
Speaking fluency	1.60	3	0	0.8165



Figure 1

*Pre-test results*



The tables show the initial performance of pupils across several language skills, score them on a 10-point scale, and display the data arranged by criterion. Vocabulary proficiency was generally low, with some children scoring better than others. The mean score was 1.14, with a maximum of 2, a minimum of 0.5, and a standard deviation (SD) of 0.468. This implies that some students had a somewhat more significant level of understanding, even though many had trouble with word knowledge. Grammar structure showed moderate skill but significant variation in students' understanding of grammar rules, with a mean of 1.52, a maximum of 2.5, a minimum of 0.5, and an SD of 0.728. This variation implies that although some pupils understood grammar ultimately, others had significant challenges.

Listening comprehension scores demonstrated that all students had trouble understanding spoken English, with a mean of 0.78, a maximum of 1.5, a minimum of 0.5, and an SD of 0.355. Given the slight variance, it appears that most students had comparable difficulties with listening, making it a crucial area for development. With a mean of 0.63, a





there was minimal fluctuation in the pupils' reading scores, a minimum of 0, a maximum of 1, and an SD of 0.307, indicating substantial difficulty with reading comprehension. This points to a persistent difficulty with reading comprehension, where pupils require much assistance.

Finally, speaking fluency showed a wider range of performance with a mean of 1.60, a maximum of 3, a low of 0, and an SD of 0.816. Some kids struggled to express themselves verbally, while others showed basic competence. Since speaking is where some students can benefit from more concentrated practice, the larger SD draws attention to the inconsistent performance.

According to the data analysis, the students' lowest scores were in vocabulary, reading, and listening, emphasizing the need for focused interventions. This highlights how crucial it is to concentrate the associated worksheets on strengthening these areas to improve general interaction and communication skills (J. C. Richards & Rodgers, 2010). Moreover, the tenets of Communicative Language Teaching (CLT) provide essential guidance on how to deal with these difficulties. CLT strongly emphasizes language functions and the value of classroom communication. CLT creates a learning environment where positive reinforcement is valued by giving students meaningful practice with language functions and guaranteeing active participation from facilitators. This method also promotes the usage of the target language in the classroom and recognizes that errors are a regular aspect of language acquisition (Al-Khamisi & Sinha, 2022)

## Survey

To understand more about students' interest in learning and utilizing English, a survey





was used as the initial stage of the study. The survey included ten questions with the following four possible answers: always, frequently, occasionally, and never. These inquiries were designed to gauge students' interest in learning English, their engagement with the course materials, what subjects they liked, and how they felt about using worksheets and QR codes as teaching aids. The results revealed important information on students' views and involvement with English learning.

**Table 5**

*Survey Results*

	SURVEY				
	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
1. I feel motivated to learn English	78.6%	21.4%	0%	0%	100%
2. The materials used in class are useful and interesting.	64.3%	28.6%	7.1%	0%	100%
3. I want to learn about topics related to real-life situations in English.	71.4%	28.6%	0%	0%	100%
4. I have a hard time understanding the listening activities.	21.4%	28.6%	50%	0%	100%
5. I enjoy participating in groups or pairs during English class.	64.3%	14.3%	14.3%	7.1%	100%
6. I speak English in classes.	0%	14.3%	64.3%	21.4%	100%
7. I would like to use technology in English classes.	50%	21.4%	28.6%	0%	100%
8. I enjoy working with worksheets in English.	42.9%	28.6%	21.4%	7.1%	100%
9. I scan QR codes.	7.1%	21.4%	42.9%	28.6%	100%





10. Worksheets are useful to learn English.

64.3%

35.7%

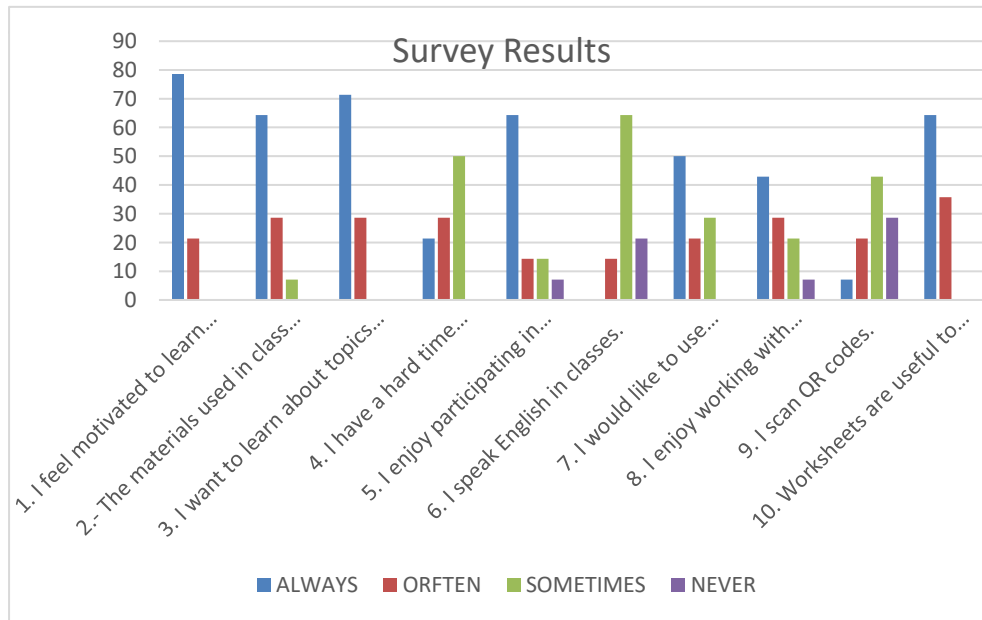
0%

0%

100%

Figure 2

Survey results



The survey data indicates that most students are motivated to learn English, with 78.6% feeling motivated and 21.4% feeling motivated occasionally. No students reported feeling unmotivated, reflecting a generally positive attitude toward learning the language. Regarding the materials used in class, 64.3% of students find them useful and interesting, while 28.6% feel that way often. A smaller percentage (7.1%) reported that the materials are only sometimes functional, and no students stated they never find them useful. This suggests that the materials have a good level of engagement but could be further enhanced for some students.





Regarding learning real-life topics, 71.4% of students expressed a desire to focus on them, while 28.6% indicated a frequent interest. None of the students reported disinterest in learning about real-life topics, suggesting a strong preference for practical and applicable learning experiences. Listening activities, however, present specific challenges. While only 21.4% reported never experiencing difficulties, 50% of students stated they sometimes struggle with listening tasks, and 28.6% frequently find these tasks challenging. This highlights the need for more targeted strategies to help students improve their listening comprehension.

Regarding classroom participation, 64.3% of students enjoy working in groups or pairs, while 14.3% often feel this way. Some students (14.3%) enjoy it occasionally, and 7.1% never enjoy collaborating in groups or pairs. These results indicate that while group work is generally appreciated, some students may prefer other forms of interaction. No students regularly speak English in class. However, 64.3% speak English sometimes, and 21.4% never speak it during class.

This suggests a significant opportunity to increase English usage in class through more focused speaking activities. The use of technology in English classes has received mixed responses. Half the students (50%) desired to use technology, while 21.4% often felt this way. A notable portion (28.6%) is not interested in integrating technology into their learning experience, highlighting varied preferences regarding digital tools in the classroom. Students' enjoyment of working with worksheets is positive, with 42.9% enjoying them, 28.6% feeling this way often, and 21.4% enjoying them sometimes. Only 7.1% reported never enjoying worksheet activities, suggesting that worksheets are generally well-received by students. Lastly, regarding scanning QR codes, most students (42.9%) sometimes use them, 21.4% use





them often, and 7.1% scan them regularly. However, a notable 28.6% never use QR codes, indicating that the integration of such tools may be limited or not fully embraced by some students. In conclusion, the survey results show that students are motivated and engaged with various aspects of their English learning, including materials and topics. However, areas that need further attention include increasing the use of English in class, addressing challenges with listening activities, and enhancing the use of technology in the classroom.

### Post test

A post-test was conducted to evaluate the impact of the five connected worksheets on students' interaction and communication skills. Results could be directly compared because this test was identical to the pre-test administered at the beginning of the study. Analyzing the differences between the pre-test and post-test results enabled measuring students' progress regarding their ability to communicate effectively in English.

**Table 6**

*Post test results*

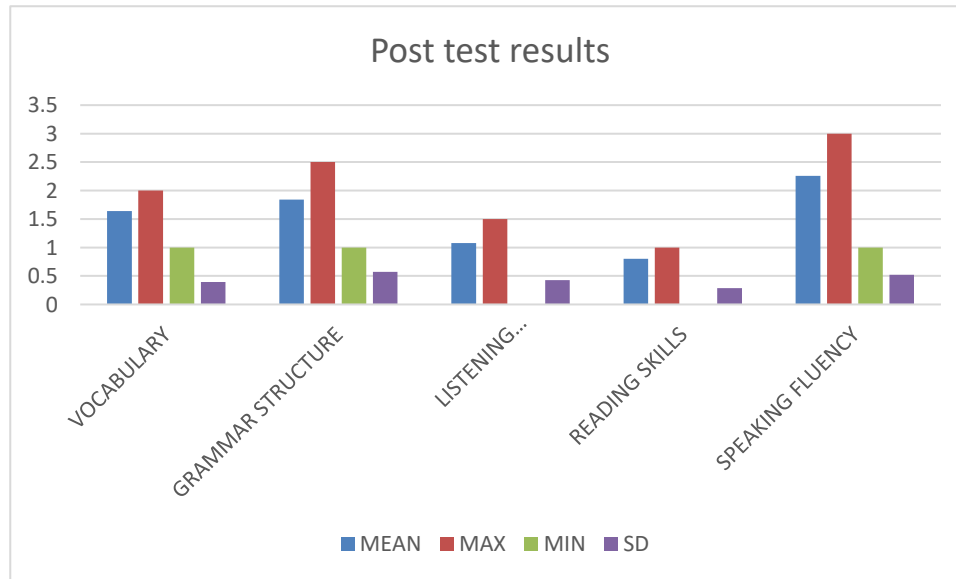
Post test results	MEAN	MAX	MIN	SD
Vocabulary	1.64	2	1	0.39581
Grammar structure	1.84	2.5	1	0.57228
Listening comprehension	1.08	1.5	0	0.42525
Reading skills	0.80	1	0	0.28868
Speaking fluency	2.26	3	1	0.52281





**Figure 3**

*Post test results*



The tables present data organized by criteria and evaluated on a 10-point scale. The post-test results indicate promising growth in all language areas, highlighting enhancements in the students' communication abilities. In vocabulary, the average score reached 1.64, with a high of 2 and a low of 1 (SD = 0.395), reflecting improved word retention and usage. The grammar structure increased to an average of 1.84, with a maximum of 2.5 and a minimum of 1 (SD = 0.572), indicating a better understanding of sentence patterns. Listening comprehension also demonstrated positive post-test progress, with an average of 1.08, a maximum of 1.5, and a minimum of 0 (SD = 0.425), suggesting improved recognition of spoken English. Reading skills also improved, with an average score of 0.80, a maximum of 1, and a minimum of 0 (SD = 0.288), illustrating gradual advancements in text comprehension.



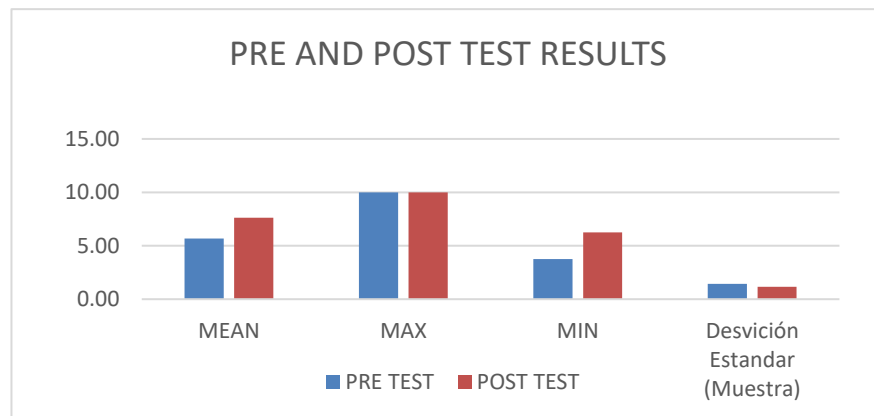
**Table 7**

*Pre and post-test comparison table*

	<b>PRE TEST</b>	<b>POST TEST</b>
Mean	5.67	7.62
Max	10	10
Min	3.75	6.25
Standard deviation	1.43	1.16

**Figure 4**

*Pre and Post-test Results*



With an average score of 2.26, a high of 3, and a low of 1 (SD = 0.522), speaking fluency significantly improved, suggesting increased comfort and confidence in verbal conversations. The pre-test and post-test comparison results indicate notable student engagement and communication gains. Initially, students faced considerable challenges in all language skills, particularly reading, listening, and vocabulary, which hindered their



communication ability. However, the post-test results reveal positive changes, especially in speaking fluency, where students exhibited greater confidence and fluidity in their spoken interactions. The mean speaking fluency score rose from 1.60 on the pre-test to 2.26 on the post-test, suggesting that students felt more comfortable expressing themselves.

Grammar and vocabulary have also improved, with students using newly learned terms more frequently and constructing better sentences. These enhancements have led to more meaningful engagement since students have acquired the language skills necessary for communication. Reading and listening comprehension have shown positive trends; however, these areas still need improvement. Rising listening scores support real-time engagement in class discussions, which indicates a more remarkable ability to identify spoken English.

These findings suggest that students' learning styles shifted from a more passive approach in the pre-test to a more active and participatory one in the post-test. The structured interventions, which included communicative exercises and connected worksheets, created a more dynamic learning environment where students felt inspired to engage and communicate.



**Observation rubric**

*Table 8*

*Group observation*

<b>GROUP OBSERVATION TASK 6 ROLE PLAY</b>						
<b>Criteria</b>	<b>ALWAYS</b>	<b>USUALLY</b>	<b>SOMETIMES</b>	<b>RARELY</b>	<b>NEVER</b>	<b>TOTAL</b>
1. Vocabulary Usage	6	1	0			7
2. Sentence Structure	4	3	1			8
3. Pronunciation and Clarity	2	3	3			8
4. Listening and Comprehension	4	3	1			8
5. Interaction in Pair/Group Work	5	3				8

After completing the five interconnected worksheets, students' communication and interaction improved significantly, as indicated by the results of Task 6, the "At the Cafe" role-play exercise. According to observations made in the classroom, students made progress in several key areas, including vocabulary usage, sentence structure, pronunciation, listening comprehension, and pair interaction. Most groups scored above seven on the observation rubric, reflecting how effectively the activity encouraged student participation.

The students' scores of 2/2 in vocabulary indicated they could use appropriate and relevant words in their conversations. Although there remains room for growth in creating more complex





sentences, the students demonstrated their ability to construct well-structured sentences, with a score of 1.5/2 on the sentence structure test Clarity of pronunciation received a score of 1.5/2, suggesting some articulation challenges but also noticeable progress compared to earlier tasks. With a score of 2/2, listening comprehension showed the most improvement, indicating that students can now understand spoken prompts and provide accurate responses.

The pair interactions received the highest score, with an overall rating of 2/2. This indicated that students actively participated in the task, collaborated, and demonstrated openness to communication. The supportive classroom atmosphere established by the organized real-life scenarios in the worksheets further enhanced students' communication skills, encouraging active involvement and peer support.

In conclusion, the role-play exercise demonstrated how the connected worksheets improved student involvement and communication. The results showed a noticeable enhancement in students' confidence, engagement, and ability to use English in relevant situations despite ongoing pronunciation and fluency issues. According to the observation rubric's feedback, the exercise effectively promoted language use and peer interaction, which will be beneficial for improving future courses and developing students' communication skills and abilities.

## **Questionnaire**

The last instrument used on students was a questionnaire to assess their perceptions and experiences with the linked worksheets used in class. The questionnaire was administered to a group of 15 students and had 10 questions—eight closed-ended and two open-ended.





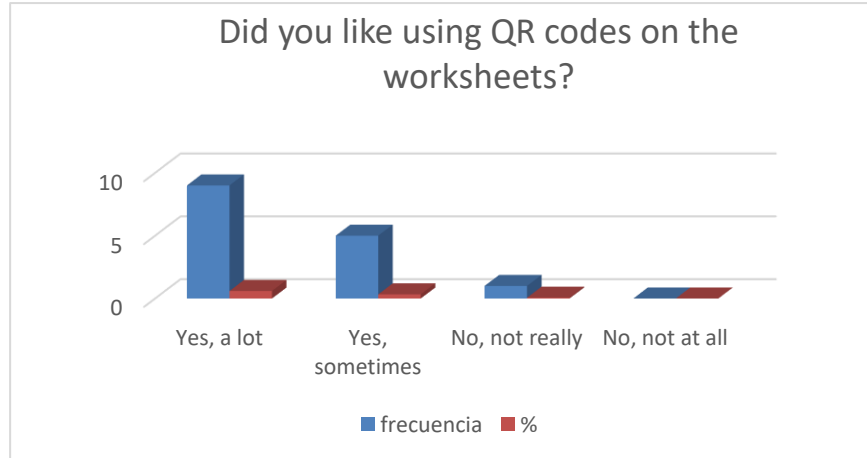
**Table 9**

*Question 1*

Did you like using QR codes on the worksheets?			
Answers	Frequency	Percentage	
1 Yes, a lot	9	60%	
2 Yes, sometimes	5	33%	
3 No, not really	1	7%	
4 No, not at all	0	0%	
TOTAL	15	100%	

**Figure 5**

*Results Question 1*



Regarding using technology for English lessons, the results indicate that 60% of students liked using QR codes on the worksheets, while 33% expressed that they sometimes liked using them, and 7% did not like them. Regarding worksheet completion, 53% of students stated that they always completed the worksheets, 33% said they completed them most of the time, 7% completed them sometimes, and another 7% rarely completed them. The positive



response to QR codes suggests incorporating technology into instructional materials can enhance student engagement. This is supported by Bhat (2023) whose study highlights both the potential benefits and challenges of integrating technology in classrooms, as well as its impact on student involvement and achievement.

**Table 10**

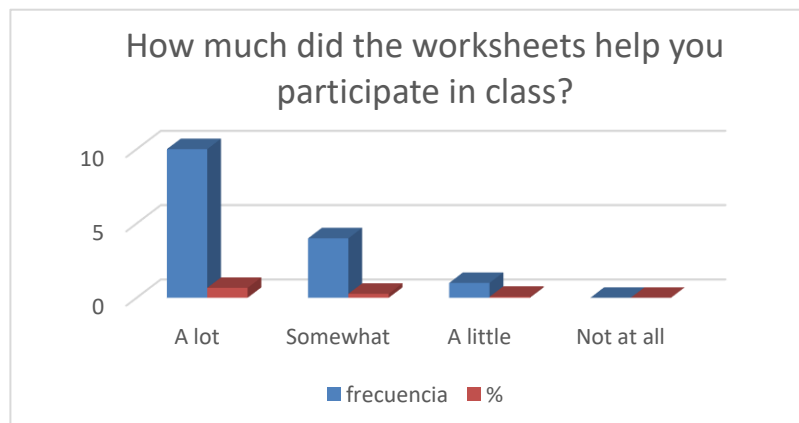
Question 3

**How much did the worksheets help you participate in class?**

Answers	Frequency	Percentage
A lot	10	67%
Somewhat	4	27%
A little	1	7%
Not at all	0	0%
TOTAL	15	100%

**Figure 6**

*Results Question 3*





Regarding classroom engagement in question 3, 67% of students said the worksheets improved their participation, 27% said they did it significantly, and 7% said they did so only somewhat. The worksheets also helped 67% of students feel more comfortable speaking English in class, 27% feel slightly more comfortable, and 7% feel nervous.

**Table 11**

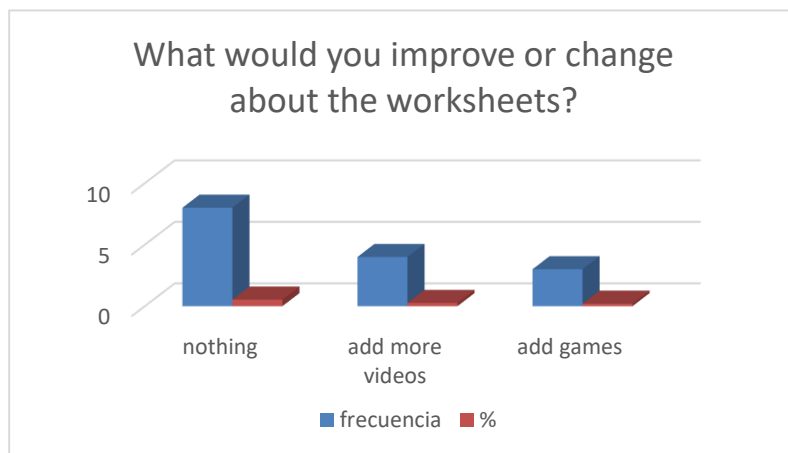
*Question 8*

**What would you improve or change about the worksheets?**

Answers	Frequency	Percentage
Nothing	8	53%
Add more videos	4	27%
Add games	3	20%
TOTAL	15	100%

**Figure 7**

*Results Question 9*





When asked about potential improvements, 53% of students said they would change nothing about the worksheets, 27% suggested adding more videos, and 20% suggested incorporating more games.

**Table 12**

*Question 10*

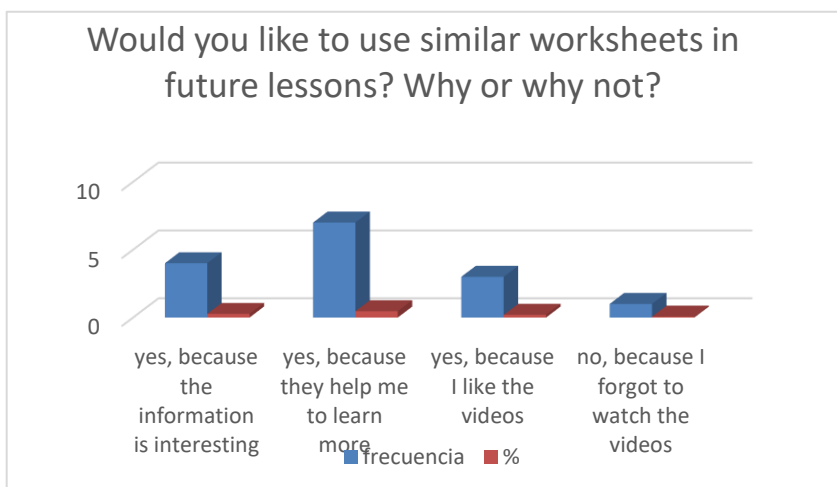
**Would you like to use similar worksheets in future lessons?**

**Why or why not?**

Answers	Frequency	Percentage
Yes, because the information is interesting	4	27%
Yes, because they help me to learn more	7	47%
Yes, because I like the videos	3	20%
No, because I forgot to watch the videos	1	7%
TOTAL	15	100%

**Figure 8**

*Results Question 10*





Lastly, when asked if they would be willing to use similar worksheets again, 27% of students said they would like to do so because they found them interesting, 47% said the worksheets helped them learn the material, 20% liked the videos that were included, and 7% said they did not enjoy using the worksheets because they frequently left the videos unwatched all these findings demonstrate the efficacy of incorporating this resources in classes, regarding the efficacy of ICT integration in teaching and learning, Ghavifekr et al. (2015) Assigning technology into pedagogy can help teachers substitute technology-based resources and tools for conventional teaching techniques, resulting in improved learning outcomes and student engagement.

## **CONCLUSIONS**

According to the instruments' results, linked worksheets enhanced student interest and learning ability. Key language skills, including vocabulary acquisition, grammar structure, listening comprehension, reading proficiency, and speaking fluency, significantly improved the post-test findings. These results suggest the worksheets' interactive and structured format supported students' overall language development.

The role-play observations provided further evidence of progress. Students who participated in class were more willing to engage in communicative activities. Peer interaction also grew as students displayed increased confidence in their English use across various classroom contexts. Compared to the beginning of the intervention, there was a noticeable rise in fluency and competency in English during both planned and spontaneous interactions.





The results of the questionnaire, which indicate the reception of the connected worksheets, further support these conclusions. Many students reported that the worksheets enhanced their ability to communicate effectively with their peers, speak English more fluently, and engage more actively in class. The preference for pair work and role-playing activities suggests that communication skills were developed through collaborative learning. The significance of contextualized learning materials was underscored by the students' perceptions of the worksheet subjects as relevant and helpful for everyday communication situations.

According to student feedback, most participants expressed satisfaction with the worksheets and indicated they would not change any part of them. Some students suggested adding more games and videos, which could serve as additional resources to enhance participation. These preferences illustrate how the materials could be improved by incorporating more multimedia elements to boost motivation and comprehension.

In conclusion, post-test results, role-play observations, and questionnaire responses indicate that linked worksheets effectively increased students' language proficiency, engagement, and communication confidence. These encouraging results suggest that these resources are helpful teaching aids for enhancing participation and interaction in A1-level English lessons. Future studies should explore their long-term effects and potential adaptations for diverse skill levels and learning environments.





## RECOMMENDATIONS

The results of this study suggest that because the classroom environment fosters more dynamic, collaborative learning and real-time feedback, future research might focus on exploring the use of linked worksheets with codes in the classroom rather than assigning them as homework. However, challenges such as limited access to tools like projectors and the internet need to be addressed. Future research could investigate solutions to assist schools facing technological obstacles.

Furthermore, studies should explore successful teacher preparation programs that emphasize the benefits of group learning over individual student work to help teachers overcome their hesitance to incorporate group participation and the use of mobiles in the classroom. Additionally, research could examine ways to better organize classroom activities that combine technology with traditional teaching methods to ensure flexibility and inclusivity in the learning environment. Lastly, investigating the long-term impacts of linked worksheets on interaction and communication skills, as well as assessing their scalability in schools with limited resources, would provide valuable insights into the sustainability of this approach. Future research may enhance the use of linked worksheets to boost students' skills by addressing these challenges, especially in educational institutions with limited technology.



**Annex 2 Investigation planification for the study proposal**

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ANEXO II**

**“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I”**

**TITLE OF THE PROPOSAL:** THE APPLICATION OF LINKED WORKSHEETS TO IMPROVE COMMUNICATION AND INTERACTION AMONG A1 ENGLISH-LEVEL STUDENTS

**AUTHOR:** LCDA. MARTHA MARGOTH CALLE YEPEZ

**RESEARCH CONTEXT:** UNIDAD EDUCATIVA FISCAL ELOY ALFARO

1. Brief analysis and description of the situation that justifies the presentation of this proposal.

The main purpose of this study is to demonstrate the effectiveness of the Application of linked worksheets to improve communication and interaction among A1 English-level students at Unidad Educativa Eloy Alfaro of 1<sup>st</sup> Baccalaureate grade. (Parupalli, 2019) states that developing communicative skills in classes is crucial for English Language Learners because it will allow them to practice in the classroom what they learn and gradually develop their speaking skills as a result their confidence will improve and their performance outside the classroom will be significantly positive.

The production of the language as a means of communication has to be very well-directed and here is where technology is an excellent advantage for teachers, the implementation of thoughtful design material linked to information online will motivate students to actively participate in classes because firstly, they enjoy using their phones in as many situations as possible; secondly, students like talking about topics of their interest such as singers, actors,





Youtubers, soccer players, etc. Thirdly, the integration of audiovisual material is attractive to most students as they are accustomed to watching videos or reels daily.

## 2. Statement of the problem to be investigated.

The problem is that students of 1<sup>st</sup> Bacculaureate grade don't interact or use English in classes; how could using linked worksheets improve their progress in learning English and overcoming these obstacles? Technology brings many advantages into the classroom; it enhances students' motivation, resulting in active participation during classes. It also helps to integrate up-to-date content that is appealing to students, and most of this material can be easily accessed at a low cost through the internet. Bringing interesting audiovisual information can improve the development of language skills as it is an enjoyable way of learning.(Binnur, 2009)

## 3. Justification of the research

Firstly, even though the influence of English in different facets of people's lives is common and well-accepted by many, some students refuse to accept that reality and deny the existence of any benefit of learning English while living in a Spanish-speaking country. This lack of motivation affects their performance in classes.

Secondly, learning to communicate is one of the most difficult challenges students face because they tend to translate information before speaking and try to deliver well-structured sentences. This prevents them from producing the language confidently without worries of making mistakes. (Rosado & Vaca, 2023)

Thirdly, many students prefer not to interact in the target language because they are



afraid to speak in front of their classmates, and they laugh at them when they make mistakes. (Mahdi, 2015)

Lastly, students should be willing to speak in English, but because of the lack of interesting topics, students' motivation is affected. As a result, there is no interaction during classes. (Istianti, 2013). The success of students learning English is measured by how they produce the language; written and oral skills are productive and active skills that are difficult to attain. This study aims to demonstrate how important technology integration in English classes is in improving students' communication and interaction. According to Swain (2005, p.474), the view of input and output, applying linked worksheets working as input will provide students with different opportunities to practice the language with up-to-date, interesting, and familiar topics. The learner's output will be how students try the new content learned and use it to communicate what they have learned or gained; this approach is innovative and valuable because it connects these two important aspects. (Hinkel & Eli, 2011)

Furthermore, technology is an asset for many schools and educators. It helps students engage in collaborative, authentic, and effective learning. This is possible because of the variety of learning activities that are easy to access on the Internet.

In addition, the application of technology is proven to attract students' interest as it is already an essential part of their daily lives. Therefore, applying technology in English classes will improve students' motivation and communicative skills. (Maythy & Bawengan, 2020)

4. Description of the relationship between the proposal and the research lines of the university.

The proposal is aligned with the research line two of the UBE: Innovation and Applied t



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technologies. The application of worksheets linked to information online is an innovative approach to linking content that is appealing to students and adaptable to their necessities will encourage students to use the information searched and share it with their classmates, allowing motivation and interaction to be the motor to stimulate the use of the language in classes. This will boost their confidence and promote an environment where students will produce the language and feel confident during the process.

Interaction has proven to be a very effective method to improve the process of learning English, according to (Taleb et al., 2024) Interaction strategies are fundamental in learning English because they keep students engaged in the process and enhance their ability to respond well to the presented information. They are also connected to conversational proficiency in the language and stimulate social integration.

As mentioned before, nervousness is a factor that stops students from interacting in speaking activities because they fear being laughed at; by integrating information well-known by students, they will feel confident using and pronouncing the vocabulary and structures presented in the tasks, resulting in interactive classes.

### 5. Object of the research

The object of the research is to demonstrate the effectiveness of the application of technology to increase interaction and communication among students in 1<sup>st</sup> Year of the Baccalaureate at Unidad Educativa Eloy Alfaro of Guayaquil. This process is built on the concept that technology is a handy tool to encourage learning English. This provides opportunities to present students with interesting online speaking topics, which is vital in teaching English because it increases student interaction and communication opportunities. (Shimray, 2023).



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Using linked worksheets, students will engage in speaking tasks designed to facilitate debates, encourage problem-solving, and promote interactive communication and fluency. This approach will enhance their speaking skills and stimulate creativity, fostering effective communication and interaction.

6. General objective (one)

To improve communication and interaction among students in the 1<sup>st</sup> Year of the Baccalaureate of a Public School.

7. Specific objectives (three)

- To diagnose the effectiveness of the application of technology in Public Schools.
- To apply speaking tasks worksheets linked to information online with up-to-date content appealing to students from the Coastal region of Ecuador in 1<sup>st</sup> Year of the Baccalaureate.
- To assess the performance of students' interaction and communication in classes.

8. Description of the variables of the study (independent & dependent)

**Independent Variable**

**Linked worksheets**

Worksheets are written tools used to develop activities on any subject matter; they are designed to facilitate meaningful lessons,(Kasap, 2016) Linked worksheets, conversely, provide a plus; these are connected to online content before revision and are related to the worksheet tasks or activities. This variable contains a brochure with worksheets linked to information online; this information will be accessed through a QR code embedded on the worksheet. Students will complete the tasks on their worksheets by accessing the information





online. After completing the tasks, students will use this information to work in pairs or groups in classes. The online information will include videos, readings, forms, menus, web pages, and biographies; all this information will be familiar and transcendent for students. This will create a comfortable atmosphere where students can interact and communicate in English using real-life situations. These interactive worksheets have significantly enhanced student engagement and learning outcomes. They also promote metacognitive practices and critical thinking and improve students' problem-solving abilities. (Wulan et al., 2023) (Buffalari, n.d.)

Dependent Variable

### **Communication and Interaction**

Communication is the ability to exchange information effectively and participate in discussions; it involves fluency, coherence, and the ability to transmit a message. Effective communication involves understanding and interpreting messages and being able to have a role in social interaction (Wang, 2011) Conversely, interaction is related to students' engagement with classmates and teachers; this includes collaboration and responsiveness in the knowledge construction process. (Rybchynska, 2023) an interactive learning format can produce engaging and interesting lessons that students can later use as communication models. Communication skills are formed when interactive methodology is applied. These variables are the cornerstone of successful English lessons that will allow students to progress and succeed in learning the language.

#### 9. Description of the research approaches, methods, and data collection





### **Research approaches:**

- Quantitative: A standardized assessment test to establish students' level of communicative skills will be applied before and after the implementation of linked worksheets to collect data, including scores on various aspects of communicative skills.
- Qualitative: Interviews and observation will be conducted to explore the experiences with applying linked worksheets and learn about challenges faced and possible improvements.

### **Research theoretical methods**

#### **Data collection:**

- Pre-tests and Post-tests: standardized speaking tests performed at the beginning and the end of the school year to assess pronunciation, fluency, and interaction.
- Survey and questionnaire: closed-ended question tests to assess students' self-confidence, frequency of interaction and communication during classes, and perceived improvement in communicative skills.
- Statistical Data Analysis: Statistic charts that analyze test scores, surveys, and questionnaire responses.

### **10. Description of the beneficiaries and their main characteristics.**

The primary beneficiaries of this study are the students in the first Year of the Baccalaureate at Unidad Educativa Eloy Alfaro of Guayaquil. The sample selected for this research is students from parallel "A," a total of 25 students between the ages of 14 and 15 who are A1 English Level students according to an institutional test taken at the beginning of the school year.

### **11. Description of the research context**

The context of the research on applying linked worksheets to improve communication and





interaction among A1 English-level students falls within the following subfields: Language pedagogy, Classroom interaction, and Educational technology. It will be carried out in Secondary education to students in 1<sup>st</sup> Year of the Baccalaureate at the Public school Unidad Educativa Eloy Alfaro in Guayaquil.

Students at Eloy Alfaro come from diverse cultural backgrounds and, unfortunately, live in low-income households in the south of Guayaquil. They do not have access to printed textbooks or technology at school. Incorporating culturally relevant content and interactive materials, including worksheets with QR codes linked to online resources accessible via mobile devices, will enhance students' performance and learning experiences.

By incorporating technology into their classes, students will enjoy their learning experience. Besides being a useful tool for teaching English, technology plays a crucial role in shaping the future workforce. Companies demand knowledge and skills related to technology. By incorporating these tools into education, students will be prepared for future job markets, as they will count on valuable experience to keep updated with society. (Bates, 2015)

Language pedagogy involves investigating effective teaching methodologies for A1 English-level students, ensuring that they can engage actively and confidently in conversations during the language learning process. By understanding different methods and approaches, educators will have important tools to provide high-quality, adaptable, and effective language instruction, meeting the diverse needs of the students. (J. Richards & Rodgers, 2001)

#### Classroom interaction

In regards to interaction, a key factor to succeed with it is motivation. Motivation is a key factor that permits an individual to consistently take action toward achieving a goal.





therefore, it plays a crucial role in keeping students active during classes. (Saeed & Zyngier, 2012)

Educational technology

The Technology plays a crucial part in it. Multiple resources make lessons more dynamic, capture students' attention, and foster active participation. Multimedia resources can also provide the opportunity to integrate different learning styles, integration of digital tools and resources has proven to enhance the teaching and learning process, the author (Blake, 2009) emphasizes the importance of interaction in language learning, stating that a second language is best learned and taught through interaction. thus making content more accessible and understandable to students.

## 12. Description of the practical contributions of the proposal.

The application of linked worksheets will be a very useful tool to improve communication and interaction of A1 English-Level students at Unidad Educativa Eloy Alfaro of 1<sup>st</sup> Baccalaureate grade because providing up-to-date, appealing content is an effective strategy to enhance students' engagement in learning, as a result, students will be better prepared for future academic and professional success. (Belkhir, 2022)

After implementing this approach, students' motivation to learn English will significantly increase due to enhanced access to personalized and engaging online content. This access allows students to access content that is more personalized fostering greater engagement. Moreover, the integration of real-life situations into lessons creates an interactive, creative, and collaborative environment that makes learning more relevant and enjoyable. Additionally, students develop crucial digital literacy skills, equipping them for future academic and professional scenarios.





13. Importance of the proposal from the following perspectives: Professional, methodological, technological, and social need.

The importance of the proposal of the application of linked worksheets to improve communication and interaction among A1 English-level students can be analyzed according to the following perspectives:

From a professional standpoint, English proficiency can increase the economic opportunities of the learner because this skill can lead to a higher-paying job or career opportunity. Linked worksheets applied to curriculum content will firstly expose students to real-life situations that will enable them to understand the context and idiomatic expression, secondly, the language experience will be more reliable and memorable and thirdly, students will be more engaged during lessons increasing their enthusiasm in learning and to put into practice what has been taught.

**Methodological perspective:**

Methodologically, the proposal contributes to foreign language teaching by integrating innovative worksheets with current online content. It offers an alternative to traditional methods that focus solely on teaching vocabulary and grammar structures, which often neglect the development of productive skills. This approach emphasizes production from the beginning, providing students with models and samples to follow and produce their answers. The objective is to increase active participation and communication during classes and aims to equip students with knowledge based on real-life situations. This approach will also allow them to produce English as they learn by experience to apply the language in various contexts.





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### **Technological perspective:**

From a technological perspective, linked worksheets are grounded in the benefits of applying online content to classes. Online activities provide infinite current information that will contribute to engaging and relevant classroom activities. Additionally, online content facilitates personalized learning experiences, allowing students to work in a more dynamic and effective learning environment. Students will benefit from this approach because they will be interacting with digital content, and their digital competencies will increase due to the continuous interaction with online content.

### **Perspective of social need:**

From a social perspective, English is the bridge to communication in this globalized world, students who live in non-English-speaking countries can benefit from engaging in conversations with people from diverse cultures and backgrounds, which as a result opens up opportunities to a broader understanding of the world. Additionally, knowing English will allow students to access to online media and resources only provided in English, enriching their educational experiences. Learning English will offer students wider opportunities to grow both professionally and personally.



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**Annex 8 Hutchinson and Waters (1987) Needs Analysis Model**

**HUTCHINSON AND WATERS (1987) NEEDS ANALYSIS MODEL  
(THE LEARNING-CENTRED APPROACH)**

<b>TARGET NEEDS</b>		
According to Hutchinson and Waters (1987) target needs are mainly related to <i>'what the learner needs to do in the target situation'</i> . To answer this statement, practitioners should gather information about the learners' necessities, lacks and wants.		
<b>Necessities</b>	<b>Lacks</b>	<b>Wants</b>
They are the academic or occupational requirements of the target situation, which students need to know to function effectively in it (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the students' personal expectations and hopes regarding acquiring English, what they would like to get from the language course, and their needs. These needs are very personal (Robinson, 1991).
<b>GENERAL QUESTIONS</b>	<b>ANSWERS</b>	<b>WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?</b>
Why is the English language needed here?	English is needed here because it is a compulsory subject in Ecuadorian education. According to the Ministry of Education of Ecuador, English is taught in schools as part of a national effort to equip students with essential language skills that are increasingly important in today's globalized world. (Ministry of education, 2016)	Documents from Ministerio de Educacion (2016)  Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test





How will the English language be used?	Students learn English to improve their communication abilities and reach a level of proficiency that will allow them to continue their studies and take advantage of better career options. This will allow them to have more academic and professional opportunities in the future.	Syllabus, Lesson plan, modules
What will the content areas be?	General English: at A1 level students will receive content to build their foundational language skills, they will acquire basic vocabulary, practice simple structured sentences, in listening and speaking they will work on understanding simple phrases in familiar contexts, reading activities will involve short texts and writing will focus on construct simple sentences.	Syllabus, curriculum, documents from the Ministry of Education
Who will the learner use the language with?	The learners will practice the language with their classmates, teachers, and some with friends from other countries or relatives.	Documents from the MOF Curriculum & syllabus
Where will the English language be used?	The English language will be mostly in the Classroom and in few cases out of the classroom setting.	Descriptors of the level CEFRL Syllabus & curriculum
When will the English language be used?	The English language will be used during the present School Year 2023-2024 (April to March)	MOF



The needs analysis (NA) process often involves gathering information to have the necessary foundation to develop a course that meets the needs of a particular group of learners. Richards and Platt (1992) stated that NA is "the process of determining the needs by which a group of students acquires a language and ordering those needs according to their priorities." Hutchinson and Waters (1987) identify two types of needs: Target needs and Learning needs.

<b>LEARNING NEEDS</b>			
Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:			
<b>GENERAL QUESTIONS</b>	<b>SPECIFIC QUESTIONS</b>	<b>ANSWERS</b>	<b>WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?</b> Observation guides, interviews, questionnaires, online surveys, checklists, consulting to experts, a diagnostic test
Why are the learners taking the course?	Compulsory or optional? Apparent need or not? Are status, money, and promotion involved? What do students think they will be able to do when they acquire the knowledge? What would be the attitude of the students towards the course?	Because it is a required subject in school. To interact with English speakers with confidence, offer guidance to tourists, sing songs, and understand movies and their famous icons. The attitude is positive and with hopes of learning for	DIAGNOSTIC TEST PRETEST QUESTIONNAIRE SURVEY CHECKLIST OBSERVATION GUIDE FIELDNOTES





	Do they really want to improve their English?	free what they can't afford to pay in academies. The majority want to improve their English and try to participate actively in lessons as they see it is and important skill to develop for their future.	
How do the learners learn?	What is their learning background? What is their concept of learning and teaching? What methodology will be attractive to them?	Students like learning using technology, they prefer watching videos and enjoy pair and group activities. Students want to learn to have fun, they consider that classes are boring when there is no active participation, and they are usually reluctant to take part in written tasks. CLT approach Mobile learning approach	Syllabus, curriculum Observation Listening Doing Seeing
What resources are available?	Number of teachers with an international certification? The attitude of teachers towards this group? Knowledge and attitude of teachers towards the content of the subject? Knowledge and attitude of teachers	The resources available are worksheets, no printed book, whiteboards and notebooks, and audio material from the internet related to lessons. 2 teachers have international Certificates.	Syllabus, curriculum



	<p>towards the resources for the subject? Opportunities for activities outside of class?</p>	<p>Teachers want to provide students with the essential knowledge to be able to compete in the job market, they create their own material because The content provided to students in this level is more advanced than their current level of proficiency. Therefore, teachers create their material. The opportunities for activities outside the classroom setting are limited to none.</p>	
<p>Who are the learners?</p>	<p>Age/Sex/Nationality? What do they already know about English? What knowledge do they have of the matter? What are their interests? What teaching styles are they used to? What is their attitude towards English? What is their attitude towards the cultures of the English-speaking world?</p>	<p>Students aged 14 to 15 are boys and girls from different regions, there are students from the highlands, Afroecuatorians and students from the coastal region, mainly from Guayaquil They know about English because of the videos they watch, the music they listen to, and the video games they play. They have been identified as A1 English-level learners. Students are used to the Authority</p>	<p>Surveys Questionnaires</p>



		<p>(Lecture) Style where the lessons are teacher- center, nevertheless it is not their preferred one. Their attitude is in general good, students know how beneficial it is for them to learn English, for others the language is just a subject they have to pass. Some students see the importance of learning English to understand the information they like from social media, their favorite artists, or their desire to travel.</p>	
Where will the course take place?	Are the surroundings pleasant, dull, noisy, cold?	Lessons are held in crowded classrooms with 30 students, the facilities lack good lighting, the classroom is on the second floor it has good ventilation but excessive noise as it is located on the main road.	Syllabus curriculum
When will the course take place?	Time of day? Every day once a week? Full-time, part-time? Concurrent with need or pre-need?	The classes will be conducted three times a week on Tuesdays, Wednesdays, and Fridays.	Data of your proposal





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## TRABAJO DE TITULACIÓN

**Note:** Hutchinson and Waters (1987) also recommend using multiple data collection methods—such as interviews, observation, and informal consultations with sponsors, learners, and others involved—to address the complexity of target needs.

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La Universidad para todos





Annex 9 Pre-test Post-test



UNIDAD EDUCATIVA "ELOY ALFARO"  
Cajla, Nueve de Octubre Ave. Rigoberto Ortiz, Entre Alberto Avellán y Pedro Saad  
[eloyalfaro\\_guayaquil@hotmail.com](mailto:eloyalfaro_guayaquil@hotmail.com)  
PERIODO LECTIVO 2024 - 2025



SUBJECT	ENGLISH	SCORE: _____
TEACHER	Loda Martha Calle Y.	
GRADE		
DATE		
SURNAME AND NAME		

1. FILL IN THE BLANKS WITH THE CORRECT WORD. (2.5 points)

- a) \_\_\_\_\_ name is Sofia. (*My / I / Me*)
- b) I \_\_\_\_\_ from Ecuador. (*is / am / are*)
- c) Can I \_\_\_\_\_ a coffee, please? (*has / have / had*)
- d) There \_\_\_\_\_ two sandwiches on the table. (*is / are / be*)
- e) She \_\_\_\_\_ like pizza. (*don't / doesn't / isn't*)

2. MATCH TO CREATE A DIALOGUE. (2 points)

<i>Hello! My name is Roberto</i>	<i>I'm from Italy. And you?</i>
<i>Do you speak English?</i>	<i>France is beautiful.</i>
<i>Where are you from?</i>	<i>Nice to meet you, I'm Rosa</i>
<i>I am from France</i>	<i>Yes, I do</i>

3. LISTEN TO THE TEACHER READ THE SENTENCES AND CIRCLE THE CORRECT ANSWER. (1.5 points)

Teacher: "Good morning! How are you today?"

- a) I am fine, thank you!
- b) Yes, I am.
- c) It is 5 o'clock.

Teacher: "Can you help me, please?"

- a) No, I can't speak English.
- b) Sure! What do you need?
- c) My name is Carlos.





## Annex 10 Survey to Students

### Survey

Date \_\_\_\_\_ Age \_\_\_\_\_

Class \_\_\_\_\_

*Esta encuesta se realiza para identificar tus preferencias en el aprendizaje de Inglés en clases. Por favor, responde honestamente.*

	always	often	sometimes	never
1.- I feel motivated to learn English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.- The materials used in class are useful and interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.- I want to learn about topics related to real life situations in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.- I have a hard time understanding the Listening activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.- I enjoy participating in groups or pairs during English class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.- I speak English in classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.- I would like to use technology in English classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.- I enjoy working with worksheets in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.- I scan QR codes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.- Worksheets are useful to learn English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Only for teacher's use

Thank you for your answers





## Annex 11 Lesson Plans and activities at the investigation stage



### Lesson 1: Coffee Shop Vocabulary

**Objective:** Students will learn basic vocabulary related to items and people in a coffee shop.

**Level:** A1, Elementary

**Duration:** 40 minutes

**Main aim:** By the end of the lesson, learners will be better able to identify some vocabulary related to coffee shop items.

**Materials:** Flashcards, images of coffee shop items, worksheet, wordwall game.

Timing	Stage	Procedure	Interaction
5 min	Warm-up	Ask students if they have ever been to a coffee shop. Ask students about the online activity, what was their score? <a href="https://wordwall.net/resource/54121540/english-efl/at-the-coffee-shop-vocabulary">https://wordwall.net/resource/54121540/english-efl/at-the-coffee-shop-vocabulary</a>	T-SS S-S
10 min	Presentation: vocabulary through images  To raise awareness of how target language is used in context.	Show the flashcards from the Wordwall game and ask students to name the vocabulary in alphabetical order.  Chocolate cake, smoothie, pastry, orange juice, tea, black coffee, muffin, menu, coffee with milk, barista, bottles, sandwich, customer Show flashcards and elicit pronunciation.	T-S  SS- T
15 min	Practice: For learners to apply the target language to complete the activities.	Students work on the worksheet and practice the vocabulary.	Ss
10 min	Production  For learners to develop spoken fluency.	Pair work: One student shows an item, the other says what it is.	Ss-Ss



## Lesson 2: Understanding the menu

**Objective:** Students will comprehend typical coffee shop menus and practice pronunciation.

**Level:** A1, Elementary

**Duration:** 40 minutes

**Main aim:** By the end of the lesson, learners will be better able to identify the content of a menu.

**Materials:** menus, worksheets, video.

Timing	Stage	Procedure	Interaction
5 min	Warm-up	Ask students about some of the types of coffee they saw in the video. <a href="https://youtube.com/shorts/OZxk1wM6Ci4?si=cwP1q7CiPhye0HJt">https://youtube.com/shorts/OZxk1wM6Ci4?si=cwP1q7CiPhye0HJt</a>	T-SS
10 min	Presentation: vocabulary through images	Show them some examples of different menus  Introduce key vocabulary: Pronunciation practice with new words. Name, Drinks, coffee, snacks, pictures, prices	T-SS
15 min	Practice:  For learners to use imagination to create parting from vocabulary learned.	Students work on the worksheet.  They will analyze an example of a menu and create their menu.	Ss-Ss
10 min	Production:  For learners to develop spoken fluency.	Students share with their classmates their creations.	Ss-Ss



### Lesson 3: Making orders

**Objective:** Students will practice phrases and structures to interact in a cafe.

**Level:** A1, Elementary

**Duration:** 40 minutes

**Main aim:** By the end of the lesson, learners will be better able to order food and beverages.

**Materials:** Sample dialogues, worksheets, Liveworksheet activity.

Timing	Stage	Procedure	Interaction
5 min	Warm-up	Ask students if they have ever been to a coffee shop and name some famous coffee shops	T-SS S-S
10 min	Presentation: vocabulary through listening to a dialogue.  To raise awareness of how target language is used in context	Listen to a dialogue in a coffee shop. <a href="https://www.liveworksheets.com/w/en/english-second-language-esl/1567141">https://www.liveworksheets.com/w/en/english-second-language-esl/1567141</a>  Introduce key vocabulary: Waiter, customer How can I help you, please, here you are, I'd like to order ..., how much? Is anything else, regular or large?	S-S  T-SS
15 min	Practice  For learners to use the grammar structures to form dialogues.	Students work on the worksheet.  They will learn structures and vocabulary related to dialogues in a coffee shop, they will practice the vocabulary learned.	Ss
10 min	Production  For students to develop writing skills.	Learners roleplay a dialogue in a coffee shop	Ss-Ss



### Lesson 4: Handling Money and Prices

**Objective:** Students will learn to ask about prices and practice numbers.

**Level:** A1, Elementary

**Duration:** 40 minutes

**Main aim:** Students will develop the ability to ask about prices and say different amounts of money.

**Materials:** Fake money, sample menus, audio.

Timing	Stage	Procedure	Interaction
5 min	Warm-up	Ask students how frequently they buy products.	T-SS T-SS
10 min	Presentation:  To raise awareness of how target language is used in context	Introduce key vocabulary: Eating in, take away, cash, debit/ credit card Ask questions about the video and ask their answers from activity 1 of worksheet 4. How much is the large coffee? How much are the sandwiches? How much is the total?	S-S T-SS
15 min	Practice  For learners to practice how to use numbers in prices.	Play the audio and ask students to complete worksheet.  <a href="https://www.liveworksheets.com/w/en/english-second-language-esl/2186776">https://www.liveworksheets.com/w/en/english-second-language-esl/2186776</a>  Ask and answer questions about product prices.	T-SS SS
10 min	Production  For learners to apply the target language to an authentic context.	Students make questions to classmates and teachers to know the value of some products.	Ss-Ss



### Lesson 5: Creating a Group Coffee Shop Script

**Objective:** Collaborate to create a group script for a coffee shop interaction.

**Level:** A1, Elementary

**Duration:** 40 minutes

**Main aim:** Students will develop the ability to create a dialogue using the vocabulary learnt and apply it to daily life.

**Materials:** Script-writing worksheet, markers, large paper.

Timing	Stage	Procedure	Interaction
5 min	Warm-up	The teacher asks students about the video and checks the answers from Activity 1. <a href="https://www.youtube.com/watch?v=ng-MBVYrTeU">https://www.youtube.com/watch?v=ng-MBVYrTeU</a>	T-SS
10 min	Presentation: vocabulary through images	Show students a big paper where they can see the name of a shop, the menu, and prices. Use a phrase to welcome students to a "coffee shop" Divide the class into groups of 3 students, and point at the worksheet activity, they have to create a script for a coffee shop play roll activity for the next class.	T-SS
15 min	Practice:  For students to use vocabulary and grammar structures to create a script for a dialogue.	Students work on the worksheet following the steps to create a script for a coffee shop dialogue.	S-S
10 min	Production  For students to develop the confidence to interact in similar scenarios.	Students say their parts of the dialogue to the teacher to check for some mistakes.	Ss-T



Worksheet 6: RUBRIC FOR THE ROLE PLAY ACTIVITY

Criteria	Excellent (2 pts)	Good (1.5 pts)	Satisfactory (1 pt)	Needs Improvement (0.5 pts)	Poor (0 pts)	Points
Grammar & Vocabulary	Uses a variety of learned grammar structures and vocabulary correctly and naturally.	Uses learned grammar and vocabulary with minor errors.	Uses basic structures and vocabulary, with some noticeable mistakes.	Limited use of learned vocabulary and grammar, frequent errors affect understanding.	Incorrect grammar and vocabulary significantly hinder communication.	
Material Used	Uses creative and well-prepared materials (e.g., memo, props, signs) that enhance the roleplay.	Uses relevant materials, but they lack creativity or preparation.	Uses some materials, but they are minimal or not well-prepared.	Uses very few materials, with little effort in their presentation.	No materials were used.	
Organization & Preparation	Well-structured dialogue with a clear introduction, development, and conclusion.	Mostly structured dialogue with minor gaps in the organization.	Dialogue is somewhat structured but lacks a clear flow.	Dialogue is poorly organized, making it hard to follow.	No clear structure, confusing or incomplete dialogue.	
Pronunciation & Clarity	Clear pronunciation, correct intonation, and easily understood.	Mostly clear pronunciation with minor mispronunciations.	Some mispronunciations affect understanding.	Many pronunciation errors make comprehension difficult.	Pronunciation errors severely limit understanding.	
Fluency & Interaction	Dialogues flow naturally; smooth interaction and confidence in speaking.	Mostly fluent with minor hesitations.	Some pauses and hesitations affect the natural flow.	Frequent pauses, repetition, or lack of confidence.	Very little fluency; long pauses and struggles to continue.	



## Annex 12 Questionnaire

### Questionnaire

**Instructions:** Please answer the following questions honestly. Your feedback will help improve future activities.

**1. Did you like using QR codes on the worksheets**

- a) Yes, a lot
- b) Yes, sometimes
- c) No, not really
- d) No, not at all

**2. How often did you complete the worksheets?**

- a) Always
- b) Most of the time
- c) Sometimes
- d) Rarely
- e) Never

**3. How much did the worksheets help you participate in class?**

- a) A lot
- b) Somewhat
- c) A little
- d) Not at all

**4. Did the worksheets make you feel more confident speaking in English?**

- a) Yes, very confident
- b) A little more confident
- c) No change
- d) No, I still feel uncomfortable

**5. Did the worksheets encourage interaction with your classmates?**

- a) Yes, a lot
- b) Yes, sometimes
- c) No, not really
- d) No, not at all

**6. How interesting did you find the topics in the worksheets?**

- a) Very interesting
- b) Somewhat interesting
- c) Neutral
- d) Not interesting

**7. Do you think the topics were useful for real-life communication?**

- a) Yes, very useful
- b) Somewhat useful
- c) Not really useful
- d) Not useful at all

**8. Which activity in the worksheets did you enjoy the most? (Choose one)**

- a) Vocabulary practice
- b) Role-play activities
- c) Pair activities
- d) Listening exercises

**9. What would you improve or change about the worksheets?**

**10. Would you like to use similar worksheets in future lessons? Why or why not?**





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